

THE
Juvenile Instructor

VOL. 62

JANUARY, 1927

No. 1





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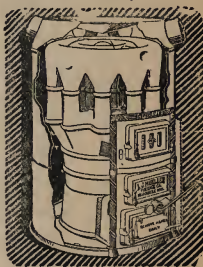
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Grandeur of the Hills

From the Original Painting by James S. Farlinger

The beauty and witchery of the morning sun, casting its mellow tone over hills and water, is most effectively depicted in this charming scene by Mr. Farlinger. The subject is masterfully handled and possesses the lingering appeal that is so characteristic of Mr. Farlinger's work.

Mr. Farlinger has only recently turned serious consideration to an unusual talent for painting, but his work is already receiving wide attention. With his unmistakable ability, he combines the alertness of the real sportsman and the true appreciation of a lover of the great outdoors. Most of his paintings are of animals and landscapes, since these are the subjects having the greatest appeal for him.

What Can I Do?

By Bertha A. Kleinman

It's a short little way
Through the maze of my play,
But my courage can make it all fair;
If the games should go wrong,
I can help them along,
When I scatter the frowns that are there.

It's a short little way
Through the walk of today,
But my kindness can measure it broad,
And at night when I pray,
I can kneel down and say,
I have brightened the pathway of God.



L. D. S. Sunday School, Rivadavia Street, Buenos Aires, Argentina



L. D. S. Sunday School, Limiers Branch, Argentina
TWO SPANISH SUNDAY SCHOOLS IN SOUTH AMERICA



Sunday Schools in South America

Elder J. Vernon Sharp, under date of November 26, 1926, writes from Buenos Aires, Argentina, as follows:

"We receive much benefit and pleasure from reading the 'Juvenile Instructor' and look forward with much anticipation each month to its arrival, as it proves of untold worth to us in our Sunday School work.

"As you know, the Mission here is less than a year old, but nevertheless splendid progress has been made, especially in the Sunday School work, and we are sending you a picture of each of our Spanish Sunday Schools. There is still another one held in German but we have no picture of it. The children here show much interest in seeing the pictures of the various branches of the Church and so we thought you would be able to print these two pictures so that people there could know something of how our Argentine Sunday Schools are progressing.

"The one is of the Liniers Branch which is now some ten months old and we have there an average attendance of over 50. Elder Stoddard is to be seen at the rear and left of the picture. The other picture is of the Sunday School held here in the Hall on Rivadavia St., and has only been established 3 months, so, therefore, is not as large but nevertheless it has an average attendance of 35. Due to the lack of missionaries one is held at 10 a. m. and the other at 3 p. m., but with the arrival of additional help they will both be held at 10 a. m. The German Sunday School is directed by Bro. Reinhold Stoof with an attendance of 35."

Joseph Smith, his Country and his God

By Susa Young Gates

(Continued from November Juvenile Instructor)

V.

The Patriarch Hyrum Smith had three daughters by his first wife, Jerusha Barden Smith. Their sons and grandsons were in the country's service.

There were William P. and Clarence Blanchard (both grandsons of Lovina Smith Walker, a daughter of Patriarch Hyrum Smith). William was born August 1, 1891, at Afton, Wyoming. He enlisted in the United States Army June 29, 1918, at Lick Weldermerding School of Mechanical Arts, 16th D. Utah to San Francisco, California as Gas Engineer. He was transferred to the 49th Company at North Cantonment, Presidio, San Francisco, California, August 28, 1918. Was transferred to the 60th Company C. A. C. at Fort Winfield Scott, California, October 6, 1918. Discharged, December 17th, 1918, at Fort Winfield Scott, California.

Clarence E. Blanchard was born December 23, 1892, at Afton, Uintah County, Wyoming. He enlisted in the United States Marine Corps at Marine barracks, Mare Island, California, April 17, 1918. He was in training at that camp until June 5, 1918. Was then sent to League Island Navy Yard, Philadelphia, Pa. for further training in the Signal Corps. Was placed in the Signal Platoon Headquarters Company, 13th Regiment and sent to Quantico, Virginia, for overseas equipment. Left for France September 13, 1918, at New York City on the U. S. S. *Von Steuben*, and arrived in Brest, September 23, 1918. Did duty in the Service of Supplies until August 30, 1919. He was then sent to Norfolk, Virginia, for discharge. Sailed on the U. S. S. *Siboney*; arrived September 3, 1919. While in France belonged to the 5th Brigade of Marines with Brig-

adier General Smedley D. Butler in command of the Brigade and Lieutenant Colonel D. P. McDougal next in command. He was honorably discharged at Hampton Roads, Virginia, September 13. Rank—Private, first class. *Siboney Signal Supplement* at sea, August 7, 1919: The 13th Regiment of Marines was organized at Quantico, Va. in July, 1918. Drawn from the pick and cream of the men at the great training station at Paris Island, steadied and formed into a flexible fighting machine by the machine gun, grenade, bayonet and rifle experts added to its ranks from the Overseas Depot at Quantico. It gave promise of becoming a famous unit during the war. Throughout July, August and September the men of this Regiment carried out uncomplainingly their arduous training. In rain or shine, from dawn until midnight they toiled in the trenches, on the rifle ranges or moved in well regulated battle formations through the thick wooded and rugged training areas at Quantico. Sailed from New York, September 15, 1918. Influenza made its appearance. By October 20, one hundred officers and men made the supreme sacrifice. From September 25 to October 23 the Regiment was camped on the muddy, rain soaked fields of the Pontantzen Rest Camp at Brest, France. Met ships, carried packs, sang, put up 5,000 tents in two weeks. October 23 were dispatched for guard and police duty at St. Nazaire, Nantis, and the Bordeaux area, for nine months. Left for overseas duty September 13, took 13 days to France. Two battalions left for Brest July 13. Remained in Brest 13 days, demobilized 13 months after organization on the 13th day of the month of August.

There were two grandsons of Jerusha Smith Pierce, daughter of Hyrum Smith, and sons of Martha L. Pierce Green, of Layton, herself the grand daughter of the Patriarch Hyrum Smith:

Leo Peirce Green, of Layton, Utah. Born Jan. 20, 1888. Drafted in U. S. Army, June 15, 1918; was with the 135th Division, 110 Engineers, A. E. F.; was sent to France almost as soon as installed in the army; was on front line at St. Mehiel when the Armistice was signed. Discharged May 5, 1919.

Robert Eli Green, born Mar. 20, 1895, at Kaysville, Utah. Drafted in U. S. Army Aug. 26, 1918, in 76th Infantry. Sent to Camp Lewis, Washington, and remained in training until after Armistice was signed. Discharged about Christmas time, 1918.



PARLEY P. PORTER

Another daughter of the Patriarch, Sarah Smith Griffin, had five grandsons:

Parley P. Porter, born November 2, 1890, at Escalante, Utah. Drafted in U. S. Army, June 5, 1917. Examined in Panguitch, Jan. 29, 1918. Went to



LELAND PORTER

Camp Lewis, Washington, July 24, 1918. Received a temporary discharge on account of defective vision, Aug. 4, 1918. Discharged from army, November 11, 1918.

Leland Porter, born August 9, 1893, at Escalante, Utah. Drafted in U. S. Army; June 5, 1917. Examined in Panguitch, Jan. 29, 1918. Went to Camp Lewis, Washington, July 24, 1918. In Wagoner Supply Co., 39th Field Artillery. Discharged Feb. 24, 1919.

Wilford Emerson Porter, born November 14, 1892, at Escalante, Utah. Drafted in U. S. Army, June 5, 1917. Examined in Panguitch, Jan. 29, 1918. Went to Camp Fremont, California, for training, Aug. 9, 1918. Machine Gun Co., 13th Infantry, Camp Merrett, New Jersey. Discharged June 4, 1919.

Kenneth Griffin, born October 24, 1893, at Escalante, Utah. Called into



EMERSON PORTER

service August 28, 1917. Went to Camp Lewis, Washington. Regiment Company A, 44th Infantry. Discharged at Fort Lawton, Washington, March 14, 1918.

Leslie F. Campbell, born November 27, 1895, at Fairview, Wyoming. Enlisted as a marine at Salt Lake City, May 20, 1918. Was sent to Mare Island Training Station, California, where he was sworn into the service and received his uniform. He was placed in Company G, Section 4, where he spent seven weeks of training as a recruit, being taught the squad movements and the manual of arms. After receiving such training was sent to the Rifle Range with his company. There they practiced shooting the Springfield rifle. After several days practice shot for record, with several of his comrades, qualified as expert rifleman. Most of the regiment was then sent across to France and other posts in foreign countries. He was ordered to report at once to the officer of the Rifle Range, Mare Island, California, where he spent the remainder

of the time of his enlistment as an instructor, teaching fellow comrades the use and handling of the rifle. He was honorably discharged from the service as a First Class Private with a very good recommend.

On the Prophet Joseph's Line:

William B. Smith, brother of the Prophet Joseph, born 1811, served in the Civil War in an Illinois Regiment, (Journal of History, 7:276). He was a member of the Illinois Legislature, 1842-3.

Among the direct descendants of the Prophet Joseph, we have (1) the record of *Joseph George Smith* (Alexander Hale Smith, Joseph Smith) born May 7, 1877, who enlisted in the Spanish-American War, being a bugler in Company G, 4th Missouri Regiment, under the command of Colonel Corby. During the World War he was Quartermaster Sergeant in the Independence, Mo., Home Guards.

(2) *Lamont Kendall Madison* (Eva Grace Smith, Alexander Hale Smith, Joseph Smith), born March 18, 1892, who served in the United States Navy. I haven't the data nor his present address, which is somewhere in California.

(3) *Joseph Alma McCallum* (Emma Josepha Smith, Joseph Smith, Joseph Smith) born September 19, 1878, who enlisted in the Spanish-American War, seeing active service in the Philippines. His present address is Silver City, New Mexico, if you care for details.

(4) *Verl Marion Smith* (Arthur Marion Smith, Alexander Hale Smith, Joseph Smith) born April 21, 1905, is now in the U. S. Navy, in the winter of 1925-26 being on the "Idaho" in Pacific waters.

(5) *Richard Savery Salyards* (Zaide Viola Smith, Joseph Smith, Joseph Smith), born June 21, 1890, enlisted in the Headquarters Company, 339 Iowa Regiment Field Artillery, Camp Dodge, Iowa, in 1917. He was later transferred to Company B., 133rd In-

fantry, Camp Cody, New Mexico, where he was made Corporal the following January (1918). He contracted lung trouble through exposure, which necessitated his discharge in the spring of 1918, since which time he has made a most valiant fight to regain his health. He was under government care for an extended time, being discharged from the U. S. Hospital at Fort Lyon, Colorado, in the summer of 1925. His present address is 920 North Cedar Street, Colorado Springs, Colorado.

(6) *Claude Kendall Wright* (ina Inez Smith, Alexander Hale Smith, Joseph Smith) born in Tuncurry, Gloucester, New South Wales, Australia, enlisted in the World War in the Australian Army of Volunteers, and saw long and hard service in France. Was struck by shrapnel, which resulted in the loss of one eye. He married in 1923 and is running a dairy farm, Redhead, via Failandford, N. S. W. If you wish more detail you may write him there, or perhaps quicker service, address his cousin, (who visited Australia recently, returning in the spring of 1925), Mrs. James W. Davis, 121 West South Side Boulevard, Independence, Mo.

(7) *Richard Clark Smith* (Joseph Smith, Joseph Smith) born December 26, 1898, (Son of the late President Joseph Smith and his third wife, Ada Rachel Clark) attended Student Military Training Camp at Kansas University, 1919; was one of the 36 recommended for officers' training, with whom he went to Camp Zachary Taylor, Louisville, Kentucky. The Armistice, however, was signed before he received his commission as Second Lieutenant (February, 1920) which caused him, like many other young

men, to feel that his "war record" should never be mentioned, since he saw no real service. At present he is Recreational Director for the Los Angeles Athletic Club, his home address being 1236 Queen Ann Place, Los Angeles, California.

Of the descendants of his daughters, *Don Carlos Salisbury*, son of Catharine Smith (daughter, Joseph Smith the Prophet) served as volunteer in an Illinois Regiment during the Civil War, and *Don Carlos Milliken*, son of Lucy Smith (Joseph Smith) gave similar service.

Father Joseph Smith's daughter, Catherine Smith Salisbury, had three grandsons in the late War:

Alfred H. Salisbury, born September 19, 1898, near Fountain Green, Illinois.

Amon C. Salisbury, born June 4, 1891, near Fountain Green, Illinois.

John F. Salisbury, born July 20, 1889, near Fountain Green, Illinois.

Note: The information concerning the direct descendants of the Prophet himself was kindly furnished by his granddaughter, Mrs. Audentia Smith Anderson of Omaha, Nebraska, who adds this item: "More details concerning their service, as well as what World War service might have been rendered by their descendants in later generations, may be obtained, I'm sure, from Professor Herbert Spencer Salisbury, Box 307, Iowa City, Iowa, or his sister, Mrs. Joseph E. Dean, Carthage, Illinois. I believe one or two sons of Catherine Salisbury are still living. A big family reunion last year was held back there somewhere, celebrating the 90th birthday of one of them."

(To be continued)

War, which society draws upon itself, is but organized barbarism, an inheritance of the savage state, however disguised or ornamented.

—Louis Napoleon



The Tabernacle Unique

By Harold L. Snow

As if it were a gigantic and yet delicately constructed violin, the great Salt Lake Tabernacle stands a rare example of architecture. World famous musicians have expressed their impressions of the acoustics of the immense "Mormon" meeting hall as "the best of any building in which they have ever played or sung." This monument of Pioneer architecture now stands as solid a structure as on the day it was built. It is an example to the world of the inspiration in temporal matters which has always accompanied that spiritual inspiration enjoyed by Latter-day Saint leaders.

It is written of Brigham Young that when he first explained what kind of a building he wanted to have constructed, he opened up his umbrella and said he wanted a roof on the tabernacle "just like that." When President Young had made it known just what sort of a building the big tabernacle was to be, he put the affair into the hands of Henry Grow, an architect

formerly of Philadelphia. Mr. Grow had built a "Remington patent lattice bridge" over the Jordan river at North Temple street near Eleventh West, as well as the Weber river bridge west of Ogden. For the construction of these bridges he had used large planks which he fastened together with pegs. The bridges were found to be substantial, so Brigham Young suggested that the roof of the Tabernacle be made in the same manner. Mr. Grow had constructed such bridges in Pennsylvania and New Jersey, and held the Utah right to use the patent.

It is explained by architects today that the great dome cannot spread at its base, as all the weight is exerted straight down toward the center of the earth. They say that sufficient load could be placed upon the roof to crush it, but not to cause it to spread at its base.

The great timbers which were used in the construction of the Tabernacle were obtained chiefly from the pine

forests of the Wasatch range, while wood for the pegs with which the two-by-fourteens were fastened together were brought across the valley from the west mountains. Red sandstone for the piers of the Tabernacle was quarried at the cliffs of Red Butte Canyon back of Fort Douglas. The big red stones were transported in wagons drawn by horses and mules, as well as by the use of oxcarts.

The strain on the great timbers which go to make up the immense dome roof serves only to intensify their union because of the way they were fastened together. At every crossing the planks are particularly joined: the holes for the wooden pegs were not all bored straight through the planks as nails or bolts would have been if they were available, but the holes at each crossing and at each end of a plank, were bored at four different angles into the wood. This minimizes the possibility of the planks shearing. While the holes were round, the pegs which were made to go into them, were four-sided, with their dimensions from side to side being the same as the diameter of the holes. The pegs were one inch greater in length than the thickness of two 2-inch planks. This made up for the angle at which the pegs were inserted. They were given a good point and they were driven into the holes which clenched them so tightly that there would be no movement, thus the roof was given a great stability. Raw hide

which was used here and there to aid the clenching action of the wooden pegs, gripped the wood and held it so firmly upon thoroughly drying that movement was next to impossible. The Tabernacle was completed in October, 1867.

Except it be destroyed by fire it is the opinion of some that the Tabernacle roof will be of use for many centuries.

Brigham Young said that "an organ whose tones would reverberate around the world in accompaniment to the great choir's voices uplifted in God's praise," was to be built and the job was given to Joseph H. Ridges. This man accomplished his great piece of work and even the highest hopes of those who planned the instrument have now been realized not only through visits of the tourists of all parts of the world, but by the use of radio its sweet tones have been carried to distant parts of the earth.

In conclusion, it might be mentioned that the Tabernacle was not only a most difficult building to construct but it was built at a time when the Latter-day Saints were busy building their homes, cultivating land and fighting the crickets which threatened at many times to bring on a famine which would be fatal to thousands of the people. In the face of such adverse circumstances the construction of this world-famous Tabernacle must be considered truly the result of inspiration.

A True Christmas Story

By James A. Anderson

II.

CONCERNING ALICE

Six months drifted by and the same officer had been kind and considerate of this lady and her two little girls. He was also growing very fond of them and proposed that she get a divorce on the grounds of desertion, and that he marry her and make a home for the family. Under the circumstances it seemed to her that Prov-

idence had stepped in and provided a way for the care of herself and loved ones. By this time, she also found herself growing fond of this officer who held the rank of captain.

The matter of obtaining the divorce was given to an attorney who, upon entering the proceedings, discovered that one of the emergency war measures prevented the granting of a divorce to army officers during the war

period. This information came as a heavy blow to the couple, who had for some time been engaged with the understanding that they would be married as soon as the divorce could be obtained, and which, they felt sure, would be granted without delay. The captain, however, proved himself true to the trust she had placed in him and he was taking good care of the little family even though the contemplated marriage had to be deferred.

They rented a little cottage out in the suburbs of the town where he had been transferred which did not afford the comforts and conveniences so necessary for health and happiness, as a result of which, coupled with the unsanitary conditions that prevailed, she contracted typhoid fever. For three long months she suffered, not only from the humiliation of having to live there with the dread of people discovering her identity, but also from the results of that dreaded disease, which rendered her weak and frail.

However, the captain had confided in the army physician and she was taken care of and restored to health. Soon after her recovery, the captain was twice transferred. Before leaving for the last post, he sent transportation and money for the family to come to Chicago. He made arrangements for them to be taken care of at the Sherman Hotel.

At this point in her story, she broke down and cried like a heart-broken child and said, "Here I am. It is nearly three months since I heard from the captain. He sent me some money but told me not to come to Chicago before a certain date, and I came on the date specified. I have not heard from him since and he gave me no information as to where he was going but intimated that he was leaving the army service and would see me later. My two weeks are up tomorrow, I have no place to go, I am alone in the world, having had no experience of providing for myself and

family. I am willing to work if I could only find work. I have searched the city over but can find no one who is willing to give me a position of any kind. My money is all gone and I fear that no one will sympathize with me or care for my children so long as I am alive. The hotel management has been very kind to me, believing that I am the wife of a wealthy army officer. Oh God! what shall I do! Where shall I go, and what will become of my darling babies?

"Night after night I have prayed for relief and prayed for someone to come and open the way but the heavens are as brass above me and no answer comes. Perhaps I have sinned beyond the point of forgiveness. If so, I am willing to take my punishment whatever that might be, but who will care for my children? And now, I must confess that this was to be the fatal night and I have purchased the vial that would end it all, for the sake of my darling babies. I felt that someone would take care of them if I were only out of the way. Won't you please come to the room with me? There is something I must show you and which I seem unable to tell. You need not feel embarrassed or afraid, the nurse is there caring for my children."

Mr. Anderson, though feeling much depressed over the story told, was more bewildered than ever. The mystery seemed as yet unsolved. Complying with her wishes, he accompanied her to the room where again she broke down in humble confession, when she presented to him a very handsome little babe about three months old, with large blue eyes and a beautiful angel face, smiling as if appreciating the call from a true friend. The mother, between sobs and tears, confessed that the captain was the father of this darling little babe whom she had learned to love as she had the other children, and then she said: "My story is told! I will be reconciled to

my fate whatever it may be, if only my children can be cared for."

The mystery of the whole affair seemed now to be clearing and was easier to understand. Mr. Anderson immediately answered, "I can do nothing for you unless you do something for yourself, and, first of all, you must destroy the vial you referred to as being the thing that would end it all."

She went to the window and exclaimed, "You don't need to tell me to destroy it now; that was one thing I went to the room for when I asked to be excused. There lies the broken bottle! I had implicit trust and faith in you as being the answer to my prayer and I destroyed it before returning to complete my story."

Continuing, she said: "If you will accompany me back to the mezzanine floor, I will tell you what I have done to get work and I am not asking anything of you except that you advise me what to do." And upon leaving the room she kissed the darling little babe upon its smiling lips and embracing her most affectionately said, "If I could only get some good family to care for this little treasure. She is affectionate, loving and has a wonderful disposition. If only someone would take her and care for her as their own, I would make the sacrifice of giving her up even though I dearly love her. If I could but know that she was in good care. The two older girls I feel I could take care of myself."

Going back to the mezzanine floor, Mr. Anderson was told of a Mrs. Williams who had been called up over the telephone and asked if she would take these children into her home and care for them. Mrs. Williams had answered that she would take the two older children but could not care for the babe.

In the lady's effort to secure employment she had solicited among others, the manager of a publishing house, who had told her that if she could fur-

nish identification and reliable letters of recommendation they would try her out on a position in southern Illinois as a saleslady for their publications, and would give her one month's expenses in advance. "But what can I do?" she asked; "I must have the identification before I can secure this position and no other position is open for me?"

Now the mystery had unravelled and Mr. Anderson thought he saw the situation clearly. For a few moments he felt that it was in answer to the humble prayers of himself and his dear wife at home, who had prayed for a darling little girl to come to their home before the following Christmas that the day might be spent with her and Marcel playing together in a happy home on Christmas day. He was about to send a telegram home to his wife informing her of the wonderful present he was going to bring home, when suddenly the thought dawned on him: "What right have I to even desire the companionship and happiness which that darling little babe would surely bring to our home? The mother loves that baby with all her heart and it is my duty to help provide a way for her to keep the babe that it might bring sunshine and happiness to her own home."

Mr. Anderson then excused himself for a half hour making arrangements to meet again on the mezzanine floor at the end of that time. During this time he went to the hotel ticket office, cancelled his reservations and sent a telegram home saying that he had been delayed one day longer than he had expected but was quite sure that he would be leaving the evening of the following day.

At the end of the half hour, Mr. Anderson and the lady met according to the appointment, and Mr. Anderson had formulated a plan which he felt certain could be carried out. The first thing he said was: "I am not going to take your little darling baby as I had first intended, neither am I

going to let any one else take her for adoption, but I am going to try and help you keep her yourself because you dearly love her and she belongs to you."

Words fail utterly to express the joy and happiness that seemed to fill the very soul of the woman at this encouragement from Mr. Anderson.

Next morning, according to appointment, Mr. Anderson met the lady in the lobby and called up the manager of the publishing company with whom an interview was arranged. They found him to be a very fine character, and after Mr. Anderson had given several references from reputable business houses in Chicago, the manager seemed delighted and pleased with the recommendation and with the prospect of the lady's ability to produce results in this new line of work. He stated that if she would call the next day they would advance one month's expenses and send her to the city in southern Illinois, where she could begin her work, receiving a salary as well as a commission on her sales.

Going back to the hotel, they telephoned Mrs. Williams, and the lady with her family and all her belongings were taken in a taxi to the Williams' home. The family was kept waiting in the car while Mr. Anderson went into the house and related in brief to Mrs. Williams the story of this lady and asked as a special favor, that she take not only the two older girls, but the baby as well and asked what the charges would be for one month beginning Nov. 14. Mrs. Williams, an elderly kind-hearted lady, full of love and sympathy, was noticeably affected by the story, and without any comment said, "Bring the lady and her children in and I will see what I can do but I fear I cannot take the baby."

The family was brought in. Immediately Mrs. Williams took the little babe in her arms, and it smiled so

sweetly with those big blue eyes that she was overcome with love and sympathy and admiration for this dear little tot. With tears rolling down her cheeks, she exclaimed, "Yes, I will take the baby and I'll care for her." She then invited the mother to stay that night with her children so they might become better acquainted, and the next day she could go on with her work.

Mr. Anderson paid the necessary amount for the care of the three children for one month and before leaving gave his home address to Mrs. Williams and to the lady, asking that they write and let him know how they were getting along. Then he bade them all goodbye. He went back to his hotel, and attended to some business, later boarding the Los Angeles Limited train, westward bound, to his happy home in the Mountains.

The second day on the train, upon awakening from a refreshing rest, he was handed a telegram at Green River, Wyoming, which read: "The sweetest little baby girl arrived last night at nine thirty. Hurry home." Mr. Anderson said to himself, "Will mysteries never cease!"

When the train stopped at Evanston, Wyoming, he answered the telegram by saying: "I do not understand what your wire means but if this train does not travel faster I must get out and run." The moment the train stopped at Morgan, Utah, Mr. Anderson's destination, he was met by Harold Guild, his nephew, who was making his home with them, Blanche Greenwell, the nurse, and little Marcel, four years old. Marcel, beaming with excitement and with his hands raised in air, cried out at the top of his voice, "Daddy! Daddy! hurry home! You can't guess what happened! Last night when I said my prayers, I asked for a little baby sister just like Aunt Maud's and when I awoke this morning, there was a little baby girl! Oh, Daddy! come home and see it!"

Upon entering his home, Mr. Anderson found that the little boy had told the truth and that he had related exactly what had happened, and, just as natural as could be, the mother was home caring for the new baby, while the rest of the family had gone to the depot to meet Daddy. He was told that the night before, a big limousine car drove up unnoticed at the time, except by the neighbors across the street who saw two little girls, dressed in white, carry a basket from the big limousine car and leave it on the porch. They then rang the door bell and when Mrs. Anderson and Harold came to the door, these two little girls ran from the porch to the car. Mrs. Anderson called to them and asked what it all meant. One of them exclaimed, "We have brought you a little present and hope you will be happy with it." At which, they dashed into the car and drove away, in the darkness, leaving no trace of who they were or whence they came.

This precious little jewel, whom they named *Alice*, proved to be a lovely child with brown hair matching the beautiful big brown eyes, and with a very pleasing and affectionate disposition.

Could anyone be so unappreciative as to believe that such a reward and seeming acknowledgment for good work, was a mere accident? The answer comes from the new parents of this little darling, who feel and know that an all-wise Creator, who guides our destiny, heard and answered the prayers of two good mothers and gave to each of them their heart's desire.

The lady proved to be very successful in her work with the publishing company, but just before Christmas she was called back to Chicago to the bedside of her eldest girl who had contracted a cold and was suffering from a severe attack of

pneumonia which seemed to threaten her life.

The lady had obtained a clue as to the whereabouts of the captain and upon finding the little girl almost at the point of death, when she arrived in Chicago, immediately wired for him, telling him the condition of herself and family and asking him to come immediately. In a letter to Mr. and Mrs. Anderson, she had asked Mr. Anderson, if he happened to go to San Francisco, would he see if the decree for divorce could now be obtained?

Business matters required Mr. Anderson's presence in San Francisco the week before Christmas and he called upon the attorney and related the entire story to him. He was much affected, and immediately called his stenographer, telling her to cancel all engagements for the day, and stated he was going to Oakland to procure the divorce papers lying in the court there. Then he asked Mr. Anderson to call next morning for the papers which he felt sure would be ready.

It happened to be about this same time that the captain received the telegram calling him to Chicago and he came at once, finding the little girl well on the way to recovery but a mother almost prostrated, though ready and willing to forgive and, when possible, unite this little family in bands of love and happiness. Shortly after his arrival in Chicago a telegram sent by Mr. Anderson was received by the lady and it conveyed her the information that the divorce decree had been granted and was mailed that morning to Chicago.

The papers reached Chicago the day before Christmas. The captain and the mother of his child were married on that Christmas Eve.

Little Alice has proven to be a remarkable child, bringing sunshine and happiness to the home and a real inspiration to all who are fortunate enough to know her.

Messages from our Text Books for 1927

- As delivered at the Deseret Sunday School
Union, at the Tabernacle, Salt Lake
City, October, 1926

SECOND INTERMEDIATE DEPARTMENT

Text Book: "What It Means To Be a Mormon"

(Represented by Elder T. Albert Hooper)

With me, pupils, consider "What It Means to be a Mormon." I am especially interested in helping boys and girls realize what religion may do for them in their lives. Under the question, "Why Are You a Mormon?" I try to help them to appreciate that they belong neither to a Catholic nor to a Protestant church, but to the Church established in the meridian of times by Jesus Christ and re-established in the fulness of times by this same Redeemer of the world.

Under the questions, "Why Have a Religion?" and "What Makes a Religion Worth While?" I endeavor to enable pupils to see how religion is the basis for all complete living—and that in Mormonism they may lay the most comprehensive basis known to men. I cherish the ambition that I may help boys and girls be worthy heirs to the spiritual estates of their pioneer forefathers:

That they may secure a personal testimony that Joseph Smith was a prophet of God:

That through him the Gospel of Jesus Christ was restored in our day;
That membership in the Church of Jesus Christ of Latter-day Saints carries an obligation:

To honor the Priesthood of God.

To be loyal and obedient to His servants.

To work out one's own salvation.

To cherish honor and virtue.

To live clean lives, free from the contamination of tobacco, liquor and other harmful drinks, and free from the viciousness of evil thoughts.

To abide by the laws of good government and sustain those called to enforce them.

To be liberal in opinion and tolerant of those who differ in their conclusions.

To be of good cheer.

To be happy in doing good to others, knowing that thereby one is most surely in the service of his Maker.

THEOLOGICAL DEPARTMENT, THIRD YEAR

Text Book: "The Apostles of Jesus Christ"

(Represented by Elder Robert L. Judd)

"The Apostles of Jesus Christ" constitutes a wonderful study of Christ's call of His first Apostles and His organization of the first Quorum of the Twelve, a study of their lives which, except that of Judas, were spent in the service of their Master, and of how in almost every instance they sealed their testimonies with their life's blood.

The text is based upon the latter part of the four gospels, the Acts of the Apostles and various epistles as recorded in the New Testament.

We are with Christ at Galilee when to Peter and Andrew He said, "Come after me and I will make you to become fishers of men," and again, when to James and John the command was given, "follow me, and I will make you fishers of men." Through Christ we discerned the good and the noble in Phillip, Nathanael, Thomas, Matthew, Lebbaeus or Judas, brother of James, and Simon, the Canaanite. We are with the Eleven when Matthias is selected, and we follow Paul through his conversion and election to an Apostleship.

We join the multitude that is gathered to hear Peter deliver his pentecostal sermon and are carried to divine heights, as, filled with the Holy Ghost, he boldly proclaims:

"Repent, and be baptized every one of you in the name of Jesus Christ for the remission of sins, and ye shall receive the gift of the Holy Ghost."

We follow Peter, James and John, and the other Apostles in their ministry in Palestine and other parts of Asia. With Paul we carry the Gospel to the Gentiles in Asia and Europe. On each of his three great missionary journeys we are thrilled time and time again by his miraculous escapes from death and inspired by the spirit of his testimony.

A teacher of this great subject matter who comprehends his work, has a sympathetic understanding of his students at this age, their tendency toward hero worship, their love of bravery and fair-dealing, will inspire them to be courageous and valiant in the Cause of Truth, and will aid mightily in establishing in their hearts a living testimony of the Gospel of Jesus Christ which they themselves will soon be called upon to proclaim to the world, so that they may say with Paul:

"There is one Lord, one faith, one baptism, one God and Father of all, who is above all, and through all, and in you all." Amen.

ADVANCED THEOLOGICAL DEPARTMENT

Text Book: New Witnesses For God"
(Represented by Elder Charles J. Ross)

I proclaim a New Witness for God: To those who consult me I declare the worth and the power and the credibility of its testimony. From out the dust it has spoken, and I bring its word to support the utterances of holy men of old who spoke as they were moved upon by the Holy Ghost and thus gave us our ancient volume of scripture. My purpose and my task is to put belief on a surer basis, and faith on a firmer foundation; to exalt, enable and beautify the truth—set it shining, on a pedestal worthy its grandeur—that it may be more alluring than error, and draw men to it.

In the day of skepticism, and unbelief, when the very fact of God's being and the divinity of His Son, are denied, and the scripture as a standard of authority concerning holy things has been repudiated, I bring the witness of those about whom the glory of God shone and whose voice they heard declare, "These plates have been revealed by the power of God, and they have been translated by the power of God. The translation of them which you have seen is correct, and I command you to bear witness of what you now see and hear."

In this day when faith has been undermined and belief weakened, when men's hearts are failing them for fear, I restore confidence in the verity of Christ's comforting words: "Let not your hearts be troubled, ye believe in God, believe also in me. In my Father's house are many mansions: if it were not so, I would have told you. I go to prepare a place for you."

PARENTS DEPARTMENT—HOME COMMUNITY CLASS

Text Book: "Citizenship"

(Represented by Elder Charles H. Hart)

I am CITIZENSHIP, the text for study in the Home-Community class of the Parents' Department. I bring these facts to your attention:

No one can live unto himself alone. As members of the human race you have acquired and share in a common social and spiritual heritage. You must continue to share a common social life. This means you must work together—must agree upon common social aims and purposes to be realized, and must secure the highest degree of cooperative effort toward realizing these ends.

You must recognize, too, that social evils exist. To overcome evil with good is a most worthy aim. This aim cannot be realized, however, without knowledge of the particular evils that exist in your community, and the methods that may be successfully employed to eradicate them.

I invite the cooperative effort of all parents and community workers in devising ways and means of improving home and community life, that the highest moral and religious standards may be realized as quickly and as fully as possible.

Since, however, I am only a book, I cannot do this for you. I can only hope to stimulate you to observe, think, and act. Even this I cannot do unless you do your part—read me and think about the numerous questions I have asked. The responsibility of improving your home and community life is yours; it is my business to help show the way.

PARENTS-THEOLOGICAL DEPARTMENT

Text Book: "Doctrine and Covenants"

(Represented by Elder Henry H. Rolapp)

I am Modern Revelation. I am the voice of Him who dwells on high, and whose eyes are upon all men. I foretold the coming forth of a marvelous work and a wonder—the restoration of the Holy Priesthood, and the organization of the Church.

I came to turn the hearts of the children to the fathers; I came that faith might increase in the earth, and that the everlasting covenant might be established. I came that men may know that the Lord is God, and that beside Him there is no Savior; that He atoned for the sins of the world and was the first fruits of the resurrection.

I describe the celestial, terrestrial and celestial glories. I teach virtue, knowledge, temperance, patience, brotherly kindness, diligence, godliness, humility, faith and the laws of health.

I teach the principles and ordinances of faith, repentance, baptism, the laying on of hands for the gift of the Holy Ghost, the healing of the sick, the value of knowledge and wisdom, and respect for civil commandments and law.

I teach the proper observance of the Sabbath, the value of fasting and prayer, the eternity of the marriage covenant, the principles of the United Order and the law of tithing. I teach the qualifications and duties of missionaries, I teach the second coming of Christ and the building of the new Jerusalem and of Zion. I teach salvation for the dead and the importance of temple work, the coming of the Millennium, the resurrection of the dead, the final judgment, the end of the earth and of life hereafter.

Search these commandments as recorded in the Doctrine and Covenants for they are true and faithful, and the prophecies and promises which are in them shall be fulfilled.

Building the Union Pacific

[The following verses, sung by the men who built the Utah section of the Union Pacific, were sent in by Wm. C. A. Smoot.]

At the head of great Echo
The railway's begun,
The Mormons are cutting
And grading like fun,
They say they'll stick to it
Till it is complete
When friends and relations
They're longing to meet.

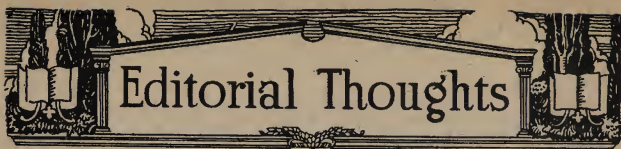
Chorus

Hurrah, hurrah, the railroad begun,
Three cheers for contractor,
His name's Brigham Young;
Hurrah, hurrah, we're honest and true
And if we stick to it
It's bound to go through.

Now there's Master Reed,
He's a gentleman too,
He knows very well what
The Mormons can do,
He knows in their work
They're light hearted and
gay
And just the right boys
To build a railway.

The boys in our Camp
Are light-hearted and gay;
They work on the railway
Ten hours a day,
They are thinking of the good
times
They'll have in the fall,
When they'll take their ladies
And off to the ball.

We surely must live
In a very fast age,
We traveled by ox team
And then took the stage;
But now these conveyances
Are all done away;
We'll travel by steam cars
Upon the railway.



Editorial Thoughts

JUVENILE INSTRUCTOR

Organ of the Deseret Sunday School Union

PRESIDENT HEBER J. GRANT, Editor
GEORGE D. PYPER, Associate Editor
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SALT LAKE CITY - - JANUARY, 1927

The Passing of the Years

Out of eternity come the years, and into eternity they go. Like sentinels of time they pass us by, heedless of whether their passing leaves pleasure or pain, joy or misery, life or death. Measured by hours, each seems a mighty span in the life of man, but considered as part of eternity each

year is but an infinitesimal fraction of a moment.

A year! What is it but a dot in the endless line of eternity—a measurement by which man counts his existence in mortality. He marks the passing in measured beats of days, months, years, until four-score years have passed, and then another marks the silent passing of the century. On, on, come the years and so they come forever. There, there, they go and so will go forever! Time has no beginning, neither will it have an end. To paraphrase an old familiar couplet—“Years may come and years may go, but time exists forever.”

Each new-born year brings new-born souls; each dying year carries souls away. Thus life really seems to be but “A little gleam of time between two eternities.”

This is true, however, only of man's mortal life. Man's spirit, man's soul, will outstretch time, will be as enduring as eternity.

“Millions of years may pass away;
The sun no longer shine by day;
The stars burn out and lifeless be;
The earth freeze up from sea to sea,
And yet Time never take as toll
The deathless substance of a soul.

“How, then, should you, and how should I

Improve each hour that passes by,
To shape and mold, and perfect make
That soul that shall, though systems
break,

Live on, and through the eons be
What we made it for eternity?”

What a man is today, will largely determine what he will be tomorrow.

What he has been during the past year to a great extent marks his course throughout the year before him. Day by day, hour by hour, man builds the character that will determine his place and standing among his associates throughout the ages.

What, then, should be man's greatest purpose as he marks one by one the passing years? It should be to cherish those attributes which, like his soul, will endure and brighten throughout all eternity. He should strive to drive from his life those things which will be transitory and which in the soul's eternal progress must somewhere be discarded and rejected. More important than riches, more enduring than fame, more precious than happiness is the possession of a noble character. Truly has it been said that—"The grand aim of man's creation is the development of a grand character, and grand character is by its very nature the product of a probationary discipline."

Life is most properly lived when it

is devoted to the effort to make other lives sweeter and better. Such is, at least such should be, the aim of every officer and teacher in the great Sunday School Union. Inspired with this highest of ideals, working with minds that will endure throughout all eternity, Sunday School workers could be engaged in no more noble service, nor in a more gratifying labor than that in which they are now privileged to labor.

Fellow-workers, "Life is before you; not an earthly life alone, but an endless life; a thread running interminably through the work of eternity." May the New Year bring you good health and happiness with increased power to inspire others to live nobly. These thoughts and good wishes and many others we have in mind when we extend to you the age-old greeting, "We wish you a happy and prosperous New Year."

DAVID O. MCKAY,
STEPHEN L. RICHARDS,
GEORGE D. PYPER,
General Superintendency.



SUNDAY SCHOOL GROUP OF HUNTINGTON BRANCH, CALIFORNIA



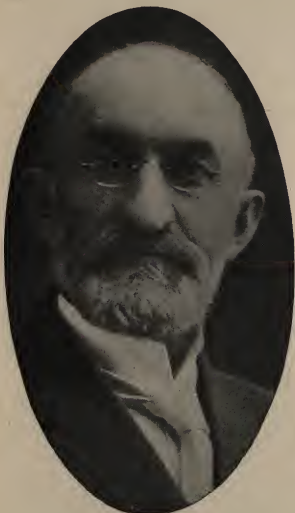
SIGNS ^{of the} TIMES

BY J-M-SJODAHL



THE PRESIDENT'S BIRTHDAY

On Nov. 22, President Heber J. Grant passed the 70th milestone on the remarkable journey of his useful life. The occasion was remembered by friends at home and abroad, and congratulations and well-wishes poured



PRESIDENT HEBER J. GRANT

in, almost innumerable, from every direction.

The day previous a gathering of Saints of foreign extraction was held in the Assembly Hall in his honor, under the auspices of the foreign-language organizations, which owe so much to President Grant and his associates in the governing Church coun-

cils. The Assembly Hall was packed to its utmost capacity. A two hours' program was listened to with great attention. Greetings and felicitations were read in a number of languages, including Mexican and Armenian. Brief addresses were given by Dr. John A. Widtsoe, Pres. Rulon S. Wells and others, and musical numbers were rendered by well trained singers and musicians. The meeting was, in a way, a striking exhibition of some of the fruits of the missionary labors of the Church, in which President Grant is so intensely interested, and to which he has devoted so many years of his life. President Grant's address to the large congregation was instructive, interesting, and faith-promoting. A report in full appeared in the *Deseret News*, of Saturday, Nov. 27.

BRITISH COLONIES SET FREE

One of the most important documents in the history of Great Britain was given to the world on Nov. 20, 1926, in which the imperial conference in London defined the status of the British colonies and their relations to the "mother country." You have read the dispatches on this remarkable "declaration of independence." You have noticed that from now on the British dominions "beyond the seas," Canada, Australia, New Zealand, South Africa and Newfoundland, will be absolutely independent and self-governing states, on a plane of political equality with the British homeland and the Irish Free State. Each one of these is now, at it were, a kingdom by itself, without political obligation to the British government or a parliament, but all having the same king, who is repre-

sented in each state by a governor-general. Even the diplomatic service of the dominions is to be separate. However, if one dominion, or state, is negotiating with a foreign government, as for instance Canada with the United States, all the other states in the empire are to be kept posted on what is going on.

In conformity with the new arrangement, the ruler now has this title: "George V., by the grace of God, of Great Britain, Ireland, and the British dominions beyond the seas, king, defender of the faith, emperor of India." Unfortunately, India has not been included in the new order of things.

It is noted in newspaper comments, that the foreign office in London can no longer decide on a policy for the entire empire. It will have to consult each dominion, just as our president has to consult the representatives of 48 states. It is also noted that, "As the United States must deal separately hereafter with the nations of the British Commonwealth, it appears probable that ministers representing Australia, New Zealand, Newfoundland, and South Africa will be accredited to Washington, in addition to the Canadian and Irish representatives already provided for. Presumably American diplomatic representatives will be sent to these nations."

GERMANY MEMBER OF THE COURT

Germany is now one of the great powers that have accepted the responsibility of maintaining the peace of the world through the instrumentality of the Permanent Court of International Justice. Herr Stresemann, the German foreign minister, on behalf of his country, signed the protocol on Dec. 8th. That is good evidence that the present German government is desirous of co-operating with the large powers for the maintenance of peace.

But, it may be asked, what guarantee is there that even the protocol of the court will not in an emergency, be only "a scrap of paper?" This question, Herr Lofgren, the Swedish foreign minister, has recently considered in a public address in Stockholm. He said, in part:

"Remember that those treaties existed at a time when the self-interests of each state were considered as the supreme right, and that it was held that even if a state had a treaty with another, it must reserve the right to decide for itself what its vital interests are; consequently, a treaty detrimental to those interests would be only 'a scrap of paper,' if the interests of the state so demanded.

"This view," Mr. Lofgren said, "is materially changed; the Locarno treaties have created a new system of justice, according to which disputes concerning national rights will be decided by judicial proceedings, no matter of what nature they may be."

The speaker believed that the tendency now is toward judicial arbitration, and he called attention to the fact that no power has as yet failed to comply with a court decision. There has never been any necessity of applying force, after a decision has been rendered.

NORWAY AND PROHIBITION

Some of our friends have taken comfort in a recent report from Norway, to the effect that the people there have voted against prohibition. They seem to think that that country has become tired of sobriety and decided in favor of the drink traffic, and they would fain see the United States follow the example.

But Norway never has had prohibition, as we understand it here. During the war, drinks containing more than 14 per cent alcohol were prohibited. This legalized the sale of beer and lighter wines. That law has been continued by acts of the parliament, and the expressed will of the people.

But Norway is dependent on Spain and other wine-exporting countries for a market for her industries, especially fish, and those countries demand the right to import their strong wines. The prohibition law was, therefore, almost a dead letter. That is the reason why the people voted against continuing it in force in theory.

The chief lesson to this country of the vote in Norway is, that half-way measures cannot succeed. Total abstinence is the only sure cure of drunkenness.

INDIANS ADVANCING

The newspapers have recently had some interesting items concerning Indians in this country.

More than 300 Seminole Indians in Florida, on Nov. 26, declared their willingness to become American citizens. In the communication to President Coolidge the chief, Tony Tommy, expressed the sentiment of his tribe:

"It is the sincere and earnest wish of 300 members of the Seminole Indian nation in Florida to end the truce made for them by Chief Osceola with the United States government in 1837, and to become citizens of the United States of America by swearing allegiance and to take such other legal and necessary steps as will remove all legal restrictions which have heretofore prevented them from enjoying all the rights and privileges accorded other nations and peoples by the United States.

"In councils with the people of my various tribes, as the ordained chief of the Seminole Indian people in all Florida, I have been authorized to take such steps as I deem advisable to bring about a more amicable relationship with the United States government."

The Seminole "war" lasted from 1835 till 1842, and cost the United States 1,500 lives and \$20,000,000.

Another notable item states that Buffalo County, South Dakota, now is governed by Indians. At the last

election, the following carried the honors of the day: Thomas Eagleman, county clerk; Thomas Gaul, registrar of deeds; Wallace Ashley, sheriff; Joseph Irving, assessor, and Thomas Tuttle, county commissioner. All these, notwithstanding their American names, are said to be Indians.

The idea that the Indians are a "vanishing race," or degenerating, must be given up. Assistant United States Indian Commissioner Edward B. Meritt, on Dec. 1, stated in an address at Oakland, California, that there are now 349,876 Indians in this country as compared to 270,544 in 1900, and that they are increasing at the rate of 1,500 annually. He said the Indians own livestock and poultry valued at approximately \$30,000,000. Their livestock consists of 300,000 horses, 161,000 head of cattle and 867,000 sheep. Indian timber is valued at \$130,000,000. There were produced on Indian reservations last year 41,507,021 barrels of oil, and the Indians receive as royalties therefrom \$12,711,296.

He said further, that the per capita wealth of the Indians is larger than that of any other people. The per capita wealth of the nations involved in the world war was, he said, approximately \$800. The per capita wealth of the people of the United States is less than \$2,500. The per capita wealth of the Indians in this country is \$4,700.

According to the Book of Mormon, the mission of the Indians is not yet fulfilled. They are yet to play an important part in the history of this country. And it seems to me, that the Lord is preparing them for some future mission, when they shall have become a white and delightsome people. (See 3 Ne. 20:15-20; 21:22-29; Doc. and Cov. 87:5; 113:10), and be prepared to take their part in the building of the new Jerusalem, the gathering of Israel, and the evangelization of the world.



Superintendents' Department

General Superintendency, David O. McKay, Stephen L. Richards and Geo. D. Pyper

Prelude

Andante cantabile. ARR. FROM MOZART.

SACRAMENT GEM FOR MARCH, 1927

I come to Thee all penitent,
I feel Thy love for me;
Dear Savior, in this Sacrament
I do remember Thee.

Postlude

CONCERT RECITATION FOR MARCH, 1927

(Matthew, Chapter 6, Verse 33)

"But seek ye first the kingdom of God,
And His righteousness;
And all these things shall be added unto you."

Uniform Fast Day Lesson for March, 1927

General Subject: The example of Jesus: what it bids us do.

Special Topic: Loyalty to the Cause.

"No man can serve two masters: for either he will hate the one, and love the other; or else he will hold to the one and despise the other. Ye cannot serve God and mammon." (Matt. VI:24.)

"If any man serve me, let him follow me; and where I am, there shall also my servant be: if any man serve me, him will my Father honor." (John XII:26.)

One of the finest examples in all literature of a divided loyalty is the story of the rich young man who came to Jesus saying, "Good Master what shall I do that I may inherit eternal life? This young man professed to have observed all the commandments from his youth, and seemed willing to do more, if need be. But Jesus, discerning his weakness, said, "One thing thou lackest: go thy way, sell whatsoever thou hast, and give to the poor, and thou shalt have treasure in heaven; and come, take up the cross, and follow me."

Then the young man was sad "and went away grieved: for he had great possessions."

Jesus' comment was, "How hardly shall they that have riches enter into the kingdom of God! For it is easier for a camel

to go through the eye of a needle, than for a rich man to enter into the kingdom of God!"

Jesus further explained that, "with men it is impossible, but not with God: for with God all things are possible."

"Then Peter began to say unto him, Lo we have left all and have followed thee.

"And Jesus answered and said, Verily I say unto you, There is no man that hath left house, or brethren, or sisters, or father or mother, or wife or children, or lands, for my sake, and the Gospel's,

"But he shall receive an hundredfold now in this time, houses, and brethren, and sisters, and mothers, and children, and lands, with persecutions; and in the world to come eternal life." (Mark X: 17-30.)

The loyalty of Peter and his fellow apostles is in marked contrast with the pious young man who would save himself, if the price was not too great, but evidently was not much concerned about saving others.

He who trusts in riches thereby ignores the admonition of Jesus, "Seek ye first the kingdom of God, and his righteousness; and all these things shall be added unto you." (Matt. VI:33.)

Jesus and His chief apostles were loyal to the cause, and devoted themselves completely to seeking the kingdom of God by developing it in the hearts of their fellowmen.

NEW METHOD OF DIRECTING THE CONCERT RECITATION

A number of Sunday School workers have suggested that a uniform manner of repeating the references in the concert recitation should be adopted, the preference being to name the chapter first, the verse following. After consideration of the subject the General Board suggests an entirely new method, as follows:

The leader shall stand before the Sunday School and name the reference, the school following with the recitation, omitting the reference. For instance; in presenting the recitation for March, the leader should say:

"Chapter 6, verse 33," the school following with the recitation: "But seek ye first the kingdom of God, and His righteousness; and all these things shall be added unto you."

This method will avoid such things as "Ready, begin!" and other objectionable preliminaries used by some schools, and it is thought will at the same time be advantageous in starting the school in full unison with the recitation.

SECRETARIES' DEPARTMENT

Albert Hamer Reiser, General Secretary

PROMOTIONS—ROLLS, ACTIVE AND MISSIONARY

Promotions which take place at the beginning of the New Year involve reorganization of classes and consequently require the making up of new class rolls.

The new roll should be made up on a new, clean sheet of the roll book.

The chief question confronting secretaries in the making of new rolls is: what names should be placed upon new rolls. Fundamentally, this might be applied as a general rule: the names of all children, who live in the ward and whose names appeared on the old class rolls with the record of their attendance once in the last six months of the old year, should be found upon some class roll. The action of the superintendency and teachers in promoting each child will determine upon which roll the names of these pupils will appear.

Upon reading the suggestions given on page 67 of the Handbook on the subject of Promotions, it will be seen that promotions may be made in the discretion of the superintendency and teacher, according to the situation of each individual child.

After the classes have been organized following promotions is the best time to prepare the new rolls. It will perhaps be easier to prepare the missionary rolls first, placing upon these the names of all children, who still live in the ward, but who have not attended Sunday School once

during the last six months of the old year. The names of all other children, as explained above, should be placed upon some active class roll, to be determined by the action of the superintendency and teachers in promoting such pupils.

It is always helpful to prepare a missionary roll for each class. This simply requires grouping together the names of children of ages corresponding to the Sunday School age groups. Such a roll, placed in the hands of teachers of the classes in which these children should be enrolled, serves as a basis for doing the most effective and definite kind of missionary work. Each enrolled member of the class can be readily persuaded to assist in such missionary work. The teacher is able to direct her efforts more intelligently and definitely. A genuine personal interest manifested by the teacher in the unenrolled boys and girls, accompanied by a following up interest on the part of pupils, cannot fail to have a strong appeal to the unenrolled.

The influence of the Sunday School is already wide-spread. It should not be difficult to convince the unenrolled that they are decidedly in the minority and that the Sunday School is popular among active, red-blooded boys and girls.

There is no better place in the world to be on Sunday morning than in the Sunday School.



L. D. S. SUNDAY SCHOOL, AUKLAND BRANCH, NEW ZEALAND MISSION

Superintendent, G. Frederick Daniels; First Counselor, J. Worth Pearse; Second Counselor, Henry J. Hine.

MISSION SUNDAY SCHOOLS

Committee: Charles B. Felt, Chairman; Harold G. Reynolds, Henry H. Rolapp and Robert L. Judd

WORK FOR MARCH, 1927

Fast Day Topic: The Example of Jesus: what it bids us do.

Special Topic: Loyalty to the Cause. For the general treatment of this subject, see Superintendents' Department of this magazine.

(For Schools having three classes only.)

Theological Department: From the text, "The Apostles of Jesus Christ," (Anderson).

Intermediate Department: From the text, "Our Church and People," (Evans).

Primary Department: From the text, "Bible and Church History Stories, (or "Stories from the Old Testament").

(For Schools having more than three departments)

The same lessons as assigned for the Home Schools, as given in the respective departmental sections of this magazine.

Missionary "Side Lights"



Elders A. L. Child and J. V. Stewart, "Mormon" Missionaries in Mississippi, doing their day's washing.



Elder A. L. Child, Missionary in Mississippi, meets a friendly stranger.

CHORISTERS and ORGANISTS' DEPARTMENT

Edward P. Kimball, Chairman; Tracy Y. Cannon, and P. Melvin Petersen

O Come, Let Us Seek God

ANNIE G. LAURITZEN.

WILLY RESKE.

Slowly with expression.

mf

1. Oh, come let us seek for the God of our Fa-thers, The great and om-
 2. To know him and love Him with deepest de - vo-tion, Doth give me more
 3. I'll shout what He's done for His du - ti - ful children, And what He will

p Legato.

nip - o - tent Ru - ler of old, Who once walked and talked on the earth with his
 joy than all treasures of earth; I'll tell of His goodness from o - cean to
 do for them now and always, In heal - ing and guiding and blessing them

mf

Rit.

children, To honor Him and love Him is bet - ter than gold.
 o - cean; And sing of His glo - ry, His hon - or and worth.
 ev - er, His chil - dren who walk in the straight, narrow way.

f *Rit.*

PRACTICE SONG FOR MARCH

Deseret Sunday School Songs, No. 268,
 "Jesus, I My Cross Have Taken."

Objective: Words: To impress on our minds that we can have all things added unto us by seeking first the Kingdom of God and His righteousness.

Objective: Music: To sing with that fervor of loyalty and assurance that comes to us when we are trying to keep God's commandments.

Suggestion: This song affords an opportunity to use a soloist, a boy soprano, a girl or woman soprano, or the solo part may be sung by a group.

Inspiration

By Ruth May Fox

When the pearly dawn is beaming,
 O'er a world that still is dreaming,
 While the birds are upward winging,
 Then my heart with praise is singing.

Where the autumn tints are glowing,
 Tree and shrub and mountain's showing
 Regal robes of matchless splendor,
 I must own the gracious Sender.

Topaz, scarlet running riot,
 O'er the hills supremely quiet,
 'Mid majestic harmonies,
 Thrills my soul to ecstasies.

There His solitudes are holy;
 When my heart is meek and lowly,
 Angels softly whisper duty,
 Love of God and love of beauty.

The Ten Commandments in Rhyme

[There is a rhymed version of the Ten Commandments which I learned in Sunday School when a boy and which has been of much value to me, so I pass it on in the hope that it may be of value to others. While each line is only a hint of the scriptural text, it identifies each commandment in its numerical order and suggests the main thought. Memorize it—it's easy—and you'll have a reference index of the Ten Commandments at your finger ends whenever you wish to refer to them.—Dr. Otto J. Monson, Santa Monica, California.]

1. Thou shalt have no other gods before me,
2. Before no idol bow the knee;
3. Take not the name of the Lord in vain,
4. Nor dare the Sabbath day profane.
5. Give both thy parents honor due,
6. Take heed that thou no murder do;
7. Abstain from words and deeds unclean,
8. Steal not though thou be poor and mean;
9. Tell not a wilful lie and love it,
10. What is thy neighbor's do not covet.

PARENTS' DEPARTMENT

*Henry H. Rolapp, Chairman; Howard R. Driggs, Charles H. Hart,
George N. Child, Milton Bennion, George R. Hill, and Mark Austin*

Home-Community Class

LESSONS FOR MARCH

First Sunday, March 6, 1927

Uniform Fast Day Lesson

General Subject: The Example of Jesus: what it bids us do.

Special Topic: Loyalty to the Cause. (See Superintendents' Department, this issue, for helpful suggestions.)

Second Sunday, March 13, 1927

Life Ideals for Children—How Related to Child Nature?

Text: Citizenship, Part III, B 2 and A suggestive Summary—the preamble, "I want to grow up," etc.

Objective: To discover in the child, in his more serious and thoughtful moments, ideals of wisdom, strength, happiness, love and service.

Supplementary Materials: Luke 2:40-52; O'Shea M. V.—The Child; His Nature and His Needs, chapters 1, 2, 5, 10.

Suggestions on Preparation and Presentation: While it is important to read some of the latest authorities on child study, it is also very important to make direct and sympathetic study of children to discover their ways of thinking, their interests, and their aspiration. It is necessary to understand them, if one would make effective appeal to them. This appeal can often be made to the so-called "growing up" instinct, and to the self-respect, the self-confidence, or the self-determination of the child. Whatever moral and spiritual growth a child makes must be largely by his own efforts. It cannot be imposed upon him. It is the chief business of parents and teachers to guide and stimulate to right actions. In that case right attitudes will be developed at the same time and right ideals will lead the way to higher attainments. In case, however, right actions have habitually to be forced upon the child, he is likely to develop wrong attitudes and no moral ideals. This does not mean that the child, on some occasions, may not have to be required to do certain things; it does mean that such occasions should be the exceptions rather than the rule.

Questions for Teachers

1. Why cannot children be treated as miniature adults?

2. Why is getting the child's point of view essential to success in child training?

Third Sunday, March 20, 1927

Life Ideals for Children—The Ideal of Gratitude

Text: Citizenship, Part III, Lesson 21. Life Ideal 1.

Objective: To discover ways and means of developing in children gratitude toward God, the Heavenly Father and His Son Jesus Christ; also toward parents and other human benefactors.

Supplementary Material: Do and Cov.; Exodus 20:12; I Cor. 28:30; Col. 3:14, 15; Eph. 5:20.

Suggestions on Preparation and Presentation: In the scriptures the term "thankfulness" is generally used in place of gratitude. Emphasis is also placed upon gratitude or thankfulness toward God. This is a very essential part of religion; it is, however, presumed that it will be expressed in acts of return service. God is, moreover, served through service of fellowmen. Thus the religious obligation becomes, in practice, identical with the moral. One of the basic elements in the moral life is gratitude toward fellowmen; this is the outcome of appreciation of what our fellowmen have done for us from the beginning of civilization through all the course of history. The child may make a beginning in understanding these facts through his relations with parents and other immediate associates. Training him in the rendering of small services, appropriate to his age and strength, may help him to appreciate the service given him. This service on his part may also be the most appropriate expression of his gratitude, when it is developed. The logical steps in the development of gratitude are, (1) understanding and appreciation of benefits received, (2) a feeling of obligation to return service for these benefits, (3) the rendering of this service, which, in turn, reacts upon the understanding and appreciation of these things and thereby in turn strengthens the feeling of gratitude.

Development of gratitude in the young child may, however, be more a matter of direct feeling than of understanding; a response of love and sympathy to the love and sympathy of the parent or other benefactor.

Questions for Teachers

1. Why is gratitude a very important quality of character?
2. May gratitude be taught? If so, how?

Fourth Sunday, March 27, 1927

Life Ideals for Children—The Ideal of Obedience

Text: Citizenship, Part III, Lesson 21—Life Ideals 2.

Objective: To discover what parents should do best to secure obedience.

Supplementary Material: Exodus 20:12; Eph. 6:1-4; Col. 3:20, 21; O'Shea, M. V.—The Child; His Nature and His Needs, Chapters 2, 3, 5, 6, 10.

Suggestions on Preparation and Presentation: This lesson calls for as much knowledge of child nature as is possible.

Obedience, to be moral, must be voluntary. Outward conformity may sometimes be secured by force, but it is likely to be accompanied by inner rebellion that leads ultimately to disobedience.

The personal obedience to parents should lead gradually to obedience to laws and principles. Parents should be careful therefore, to see that the obedience they require or expect is in agreement with moral laws or principles. A command without regard to principle, based upon irresponsible assertion of authority by the parent is more immoral than is disobedience to such a command on the part of the child. The more conscientious parents are in making demands of their children, the less frequently these demands are likely to be made; this is generally true, but should not be interpreted as an excuse for shirking parental responsibility. The parent should care for the child, and be ever on the alert to guide him aright, but beware of excess commands; they only multiply opportunity for disobedience and temptations to disobey.

Study the child's likes and dislikes and try to educate him aright in this respect; but do not impose upon him unnecessarily the burden of doing things he dislikes. It may need to be done sometimes; but, after all, it does little good unless the dislike is overcome.

It is much more important to train children to love the right and hate the wrong than it is to secure mere outward obedience.

Questions for Teachers

1. It is said that *order* is heaven's first law, and that *obedience* is the result of order. How is *order* secured?
2. What moral obligations are imposed upon individuals who exercise authority over others?

Parents-Theological Class

LESSONS FOR MARCH

First Sunday, March 6, 1927

Uniform Fast Day Lesson

General Subject: The Example of Jesus: what it bids us do.

Special Topic: Loyalty to the Cause. (See Superintendents' Department, this issue, for helpful suggestions.)

Second Sunday, March 13, 1927

Lesson 46. Modern Revelation

Text: Doctrine and Covenants.

Objective: The greatest blessing in the Church, aside from eternal life itself, is the gift of the Holy Ghost.

Suggestions on Preparation and Presentation: The Holy Ghost does not have a body of flesh and bones as does the Father and the Son, but is a personage of Spirit (130:22). The baptized believer is to receive the Holy Ghost and certain signs shall follow them that believe. (84:64-74. The conferring of this gift by an Elder is referred to as the baptism by fire and the Holy Ghost. (20:38, 41; 39:6, 23; 49:11-14.) See also The Gospel, by Roberts, chapters 19 and 20.

Application. One can honor the Holy Ghost only by keeping oneself unspotted from the world and by serving his fellow-men.

Questions for Teachers

1. What is the nature and rank of the Holy Ghost?
2. What is the nature and rank of His blessings?

Third Sunday, March 20, 1927

Lesson 47. Modern Revelation

Text: Doctrine and Covenants.

Objective: Gifts are the reward of belief and not the inducement, to it.

Suggestions on Preparation and Presentation: The various manifestations of the Holy Ghost are often spoken of as the gifts of the Spirit. Frequently, the Spirit, for special purposes, enables a person of pure life to do things that are utterly impossible for unaided mortals to do,—that is, to perform miracles. However, it is not at all necessary for the Spirit to prove its presence by miraculous performances; the power to live contentedly, a pure, humble, prayerful life is one of the gifts of the Spirit.

It was shown in previous lessons that the reception of the Holy Ghost is a necessary introduction into full membership in the Church and God has clearly and repeatedly said that the signs of the Spirit shall follow those who believe. (58:64; 68:10, 11). The Book of Doctrine and Covenants gives several beautiful enumerations of the fruits of the Spirit. (46:13, 26; 84:65-73; 124:98-100).

One of the great gifts is to know that Jesus Christ is the Son of God, and was crucified for the sins of the world; but it is almost as great a gift to have the power to believe the testimonies of our friends who have led pure lives and who testify that Jesus lives.

To many it is a great comfort to have the gift of distinguishing, among the events of life, the good from the evil, and to discern good from evil spirits. To others it is equally comforting to have the gift of wisdom, whereby correct judgments are rendered in the affairs of men.

Application: Belief is strengthened by *doing*, not by *dreaming*.

Questions for Teachers

1. What is meant by gifts of the Spirit? Enumerate five of them.
2. Why are gifts of the Spirit given?
3. What is a sign seeker?

Fourth Sunday, March 27, 1927

Lesson 48. Modern Revelation

Text: Doctrine and Covenants.

Objective: (See Lesson 47.)

Suggestions on Preparation and Presentation: The gift of knowledge is very important and to those who possess it, is entrusted the work of giving knowledge to others, that all may be wise.

To those who are sick, the gift of having faith to heal or be healed seems often to approach the greatest.

The gift of prophecy, or the power to look in the future, has always been held to be one of the great gifts of the Spirit.

To thousands of members of the Church the gift of speaking in tongues or the interpretation of tongues, has been a life-long comfort.

When the Lord wills, He has promised His servants the most miraculous of all gifts, the power to raise the dead and bring them to life again.

A most desirable gift of the Spirit which, though often forgotten, is of great comfort, is the gift of imagination, by which we "may mount up in the imagination of our thoughts upon angels' wings."

These are all given for the benefit of those who love the Lord, and who keep, or strive to keep, His commandments; and we are commanded to seek earnestly the best gifts, in the right spirit. (64:8, 9, 28). However, many people seek signs to obtain faith; this is wrong, "Faith cometh not by signs, but signs follow those who believe." (68:10, 11). Read 63:7-11.

To every person a gift of the Spirit is promised. To some is given one and to some another (46:11, 12, 27-29). To very few, if any, are all the gifts of the Spirit given (207:92).

Application: (See Lesson 47).

Questions for Teachers

1. Why is the gift of imagination valuable?
2. Have you ever wished for any particular gift of the Spirit? Why?
3. Relate any operation of the gift of the Spirit that you have witnessed.

A Prayer

Thou knowest, Oh God, what is best for me,
Thou knowest the righteous desires of my soul,
Oh let Thy light shine that I may see,
The pathway to my eternal goal;
Show me wherein my duty lies,
With Thee and all mankind,
Help me to gain a Heavenly prize,
And others their way to find.

—H. L. Passey.



L. D. S. SUNDAY SCHOOL, HEYBURN WARD,
Left to Right: Bishop Charles Smith; Levi Anderson, Superintendent,



PARENTS' CLASS, L. D. S. SUNDAY SCHOOL
Front row, sitting, beginning third from end, left to right: President David R. Langlois, George Bateman, First Counselor; Bishop H. O. Hall, Robert Bateman,



MINIDOKA STAKE, IDAHO

Paul Wilcox, First Assistant, Milton Bair, Second Assistant, Alverna Christensen, Sec'y



BURLEY SECOND WARD, BURLEY STAKE, IDAHO

Second Assistant Supt.; Willie Call, First Assistant; Cyrus Yeaman, Superintendent;
W. W. Christensen, Parents' Class Teacher; W. L. Waite, Patriarch.

THEOLOGICAL DEPARTMENT

General Board Committee: First and Second Years, Robert L. Judd; Third and Fourth Years, Albert E. Bowen.

First Year—The Apostles of Jesus Christ

LESSONS FOR MARCH

First Sunday, March 6, 1927

Uniform Fast Day Lesson

General Subject: The Example of Jesus: what it bids us do.

Special Topic: Loyalty to the Cause. (See Superintendents' Department, this issue, for helpful suggestions.)

Lesson 8. Period Between the Betrayal and the Crucifixion

Second Sunday, March 13, 1927

Text: Chapter 7, "The Apostles of Jesus Christ."

Objective: To show that the Gospel though simple is understood only through the Spirit of Christ and the Holy Ghost.

Supplementary References: "Pen Portraits of the Twelve," Clausen; "The Twelve," George.

Suggestions on Preparation and Presentation: 1. Take up Christ's methods of teaching His apostles—Consider His instructions and His acts, miracles, etc.

2. Consider and explain their seeming inability to get and fully appreciate the gospel message and the significance of Christ's mission.

3. Close with Christ's hour in the Garden while the three apostles slept.

Questions for Teachers

1. How do you account for the inability of the apostles to understand Christ's mission?

2. How do you explain Christ's ability to rise above all His sorrow and suffering?

Third Sunday, March 20, 1927

Lesson 9. The Period Between the Resurrection and the Ascension

Text: Chapters 8 and 10, "The Apostles of Jesus Christ."

Objective: To show that the resurrection of Jesus Christ proves conclusively the resurrection of all mankind.

Suggestions on Preparation and Presentation: This lesson treats of the death, resurrection and ascension of Christ. In preparing it develop the thought so clearly evidenced here, that death is but the dis-

union of the spirit and the flesh—the resurrection the reunion of the spirit and flesh. Show by the return of the apostles to their different work, that the Holy Ghost was necessary to them if they were to carry on. Consider Christ's visit to the people on this continent.

Questions for Teachers

1. What did Christ most emphasize to Peter as to what he should do?
2. What is the relationship of death and the resurrection?

Fourth Sunday, March 27, 1927

Oral Comprehension Review

1. Is the Gospel as Christ established it the same we have today?
2. Does the Gospel plan require an organization?
3. Why?
4. Who was the chief apostle?
5. Who was the apostle Christ loved?
6. Who was the apostle associated with the last two named in carrying on the Church after Christ's death?
7. Name the remaining nine apostles.
8. When Judas was dropped from the quorum who was chosen to fill his place?
9. What was the name of the other apostle called in that day?
10. What did the Twelve Apostles do when they lived?
11. By whom and when was the next quorum of Twelve Apostles organized after the death of Christ's Apostles?
12. Name the quorum of the Twelve Apostles today.
13. Was it necessary for Christ to die?
14. Why?
15. Was he resurrected?
16. Will all men be resurrected?

Advanced Theological Department

Text: New Witness for God.

LESSONS FOR MARCH

First Sunday, March 6, 1927

Uniform Fast Day Lesson

General Subject: The Example of Jesus: what it bids us do.

Special Topic: Loyalty to the Cause. (See Superintendents' Department, this issue, for helpful suggestions.)

Second Sunday, March 13, 1927

Lesson 8. Manner of Translating the Book of Mormon

Text: Chapter 7.

Objective: To show that man must exert his own powers for the accomplishment of his religious tasks.

Suggestions on Preparation and Presentation: Assign for preparation and report what is said by the Prophet and the Three Witnesses concerning the manner in which the work of translation was done. Then assign for study and report what the Lord has said in His revelations concerning the conditions of the exercise of any gift. Lastly, assign for study and report what is said of prophecy and the utterances of prophets. If possible secure and study what is said on this subject in "Defense of the Faith and the Saints."

Questions for Teachers

1. How do you reconcile the existence of errors in the composition of the Book of Mormon with the theory that it was translated by the "Gift and Power of God?"

2. How are prophecies brought about and expressed?

Third Sunday, March 20, 1927

Lesson 9. Publication of the Record

Text: Chapter 8.

Objective: To show that the Book of Mormon as published was assured to be according to the manuscript.

Suggestions on Preparation and Presentation: Let reports be made upon the measures taken to insure against the loss of the record or its falsification, the necessity for such precautions; and the troubles incident to publication. We suggest the reading and report upon the chapters of the Book of Mormon cited at the end of the chapter. Let the endeavor be to show the importance to the world of the Book so published.

Questions for Teachers

1. What became of the manuscript of the Book of Mormon?

2. What were the troubles attendant upon its publication?

3. Of what importance to the world was the book?

Fourth Sunday, March 27, 1927

Oral Comprehension Review
First Quarter

1. What is the purpose of the Bible?

2. How does destruction of belief in the Bible affect faith in God?

3. Is the Bible as generally accepted now among Christians as being the word of God, as it formerly was?

4. Name other writings which confirm the authorship claimed for the books of the Bible.

5. What is the main purpose of the Book of Mormon?

6. When was the Book of Mormon published?

7. Why was Joseph Smith required to wait four years after his first seeing the plates before obtaining them?

8. Who was his instructor during this preparatory period?

9. Who was Moroni?

10. Upon what was his ever obtaining the plates conditioned?

11. Upon what condition was Joseph Smith promised that he would be able to protect the plates while in his care?

12. Name two ways in which Joseph Smith could have gained wealth.

13. How did he obtain the power to resist the temptation to do so?

14. What are our surest means of resisting sin?

15. How does the fact that Joseph Smith remained poor with the means of wealth in his power affect the credibility of his story?

16. Does the fact that he admits having been required to wait three years before getting the plates make his story more or less credible.

17. Would an impostor be likely to admit his own failure to live a completely faultless life after having received a heavenly vision?

18. Where were the gold plates when first shown to Joseph?

19. Why would the plates have been valueless for their content in the hands of anyone except Joseph Smith?

20. How may an inspiration be surely known to be of God and not of the evil one?

Suggestions to Teacher

We suggest that when the questions have been answered and the time for the written review is up, the remainder of the class period may be very profitably used in discussing and elaborating upon some of the foregoing questions. For instance, questions 1, 5, 7, 10, 11, 14, 15, 16, and 17 naturally invite the further questions as to the reason for the position taken by the answers given. The period can be very profitably spent in an elaboration upon and further discussion of such subject matter.

SECOND INTERMEDIATE DEPARTMENT

General Board Committee: First and Second Years, Adam S. Bennion, Chairman; Third and Fourth Years, Alfred C. Rees, Chairman and T. Albert Hooper

First Year—Our Church and People

LESSONS FOR MARCH

First Sunday, March 6, 1927

Uniform Fast Day Lesson

General Subject: The Example of Jesus: what it bids us do.

Special Topic: Loyalty to the Cause.

Adaptation for the Second Intermediate Department.

As a Second Intermediate Class let each one ask himself the question: Why do I believe that I should be loyal to the Cause?

Study carefully the suggestions and references in the Superintendents' Department of this issue. Look up the definition of loyalty.

What does loyalty to the school and the class, the team, the home, parents, brothers and sisters, friends, mean to boys and girls in our class?

Loyalty to the Church means that we live consistent lives. When we are among strangers we observe the doctrines and teachings of the Church the same as we do when among our fellow members at home.

Wherever we go we are careful that our words and actions do not reflect in any degree upon the good name we bear, upon our parents, or upon the Church. We guard jealously the good name of our family and the integrity of our Church.

Why do I believe I should be loyal to the Cause (in this instance the Church); and what good will accrue to me by being consistently loyal? Let's have our class members bear their testimonies embodying their ideas on this subject.

Second Sunday, March 13, 1927

Lesson 8. "God's Wireless"

Objective: To teach that the means of our communication with God, is prayer.

General References: Text book, chapter VIII.

Note to Teachers: A careful study of the text will indicate a proper treatment of the subject. Prayer is the means we have of communicating with our Father. In addition to the text, consider the following scripture passages: James 5:16-18; James 1:5; Doc. and Cov. 4:7; 42:68; Phil. 4:6; Doc. and Cov. 50:29; John 9:31; Matt.

6:6; III Nephi 13:6; Doc. and Cov. 14:8; Alma 33:3-11; Doc. and Cov. 8:1.

Select passages that appeal to you and have them read in the class by some of the pupils.

In these days of the radio a discussion of prayer should be most inspirational. If thinking men the world over are saying that if man with his limited powers can do what he now does with the radio, surely the Lord, with divine power, is easily capable of hearing and answering the prayers of His children. This lesson, therefore, offers an excellent opportunity to promote faith in prayer. A further opportunity centers in a discussion with the members of this department of the real nature of prayer. What may one well include in a prayer? What may be considered appropriate in a prayer for the various occasions in our Church? A final opportunity in this lesson lies in securing from pupils their experiences by way of answer to prayers. These experiences can be mutually helpful and faith-promoting.

Third Sunday, March 20, 1927

Lesson 9. "The Book With the Golden Leaves"

Objective: To teach that through God's mercy a sacred record has been restored to us through Joseph Smith.

General References: Text: Chapter IX; Articles of Faith, Chapter XIV, to paragraph 22.

Problems and Illustrations: In the development and application of the subject discuss with the class: God promised Enoch that the record would be preserved. See Book of Enoch. The record contained the important events among the people on this continent, and the teachings of God unto these people. Our Father has a definite purpose in all that He does. The purpose He had in preserving the record could not be fulfilled unless the message it contained were given to His children. Joseph Smith was chosen to be the one through whom this message was made available to the world.

This lesson offers an excellent opportunity for teachers to discuss with their pupils the significance of recorded history. Civilization is built upon the accumulated wisdom of succeeding ages. Consider with your pupils the loss to succeeding generations if no records ever had been kept. Our Church is enriched by the preservation

of four great records, the Bible, the Book of Mormon, the Doctrine and Covenants, and the Pearl of Great Price. It should be profitable to discuss what each one of these books contains, how each has been preserved, with an explanation as to why they are considered the four standard works of the Church.

Fourth Sunday, March 27, 1927

Oral Comprehension Review

1. How does one obtain a knowledge of the gospel of Christ?
2. What does the gospel teach about life on the earth?
3. How can we know how to decide which is the right church?
4. What is the Priesthood?
5. To whom did Christ give this power when He was on the earth?
6. Who was the first one to receive the Priesthood in this dispensation?
7. What are the divisions in the Melchizedek Priesthood?
8. What are the offices in the Aaronic Priesthood?
9. How did God warn and teach His people in olden times?
10. How does God warn and teach His children in our day?
11. When was Joseph Smith born?
12. What effect did the religious revivals have upon the boy Joseph Smith?
13. What decision did he reach?
14. How was his prayer answered?
15. What was and now is Joseph's testimony?
16. How may we communicate with our Heavenly Father?
17. Why should one pray often?
18. What are the "standard works of the Church?"
19. What did Moroni tell Joseph Smith?
20. What book was this?

Third Year—What it Means to be a "Mormon"

LESSONS FOR MARCH

First Sunday, March 6, 1927

Uniform Fast Day Lesson

General Subject: The Example of Jesus: what it bids us do.

Special Topic: Loyalty to the Cause. (See Superintendents' Department, this issue, for helpful suggestions.)

Second Sunday, February 13, 1927

Chapter 8. Martin Luther

Objective: To teach that the Lord

directs the lives of great men who serve His purposes.

Suggestion to Teachers: If you would teach this lesson well, obtain a biographical sketch of the life of this great man. Do not be content with the meagre outline as given by the author of the text book. Keep in mind that in all the turns in Luther's life, it is evident that the Lord directed his course, in order to make of him an instrument to bring about the work of the reformation.

See that the class has at least a fair conception of the unusual conditions of that day so as to appreciate the bigness and daring of the movement.

Let them give their views of this man, Luther, and tell what in his life appeals to them. Any text book on medieval history, any encyclopedia or Robert's "Outline of Ecclesiastical History" will give you this information.

Questions for Teachers

1. What brings about apostasy?
2. How can the individual safeguard himself against apostasy?

Third Sunday, March 20, 1927

Chapter 9. The Reformation

Objective: To teach that great events in history prepared the way for the introduction of the Gospel.

Suggestions to Teachers: How much have you read about the reformation? Are you able to give to your class clear-cut ideas of what brought about the reformation? You should be able to trace Luther's course so clearly that your boys and girls can see the events following each other as they finally effect the religious awakening of the people. It will require study and thought on your part. Every library is abundantly supplied with material on this subject.

Lay stress upon these two facts, and see that your class gets them firmly established:

First: Luther's first intention was to purify the Catholic church, not to break away from it.

Second: When he did finally establish an independent church he did so without any authority from the Lord, according to his own confession.

It is important that when the class discusses this lesson these two thoughts shall be made clear.

Questions for Teachers

1. Why are people easily tempted to abandon principles of truth?
2. How did ignorance in the early Christian Era encourage apostasy?

Fourth Sunday, March 27, 1927

Oral Comprehension Review

1. For what two purposes was "What It Means To Be a Mormon" written?
2. What is your best reason for being a Mormon?
3. Name one other reason.
4. Name three great statesmen who set a great value upon religion.
5. How does our doctrine of eternal progression make it important that we study religion?
6. What is your definition of religion?
7. Which church has the better claim—the one that asks for much service from its members or the one that asks for little?
8. Name the three great fundamental teachings of Jesus.
9. What is the connection between the Church of Jesus Christ of Latter-day Saints

and the Church established by Jesus in the meridian of times?

10. Name three classes of officers whom Jesus called to assist Him.
11. What does the word "apostasy" mean?
12. What appeals to you as the best evidence of an apostasy from the true Church of Christ?
13. Name one other evidence.
14. What was an Indulgence?
15. What makes Martin Luther one of the world's great characters?
16. In what institutions did he receive his education?
17. What was the outstanding effect of his first visit to Rome?
18. Name one of the abuses which he asked to debate upon in his 95 theses.
19. What Church was founded upon the break of Luther with the Catholic church?
20. What literary work of Luther greatly influenced the lives of the German people?



AN INTERESTING PIONEER GROUP

Utah Pioneers photographed at a celebration of Pioneer Day, held by Second Ward Sunday School, Alberta, Canada, July 24, 1922. From left to right: Charles Ockey (1847), John C. Bankhead (1848), George Hudson (1848), Hannah Simmons Gibb (1852), Sarah Wolsey (1856), and Thomas Duce (1856).

FIRST INTERMEDIATE DEPARTMENT

General Board Committee: Second and Third Years, George M. Cannon, Chairman, and Josiah Burrows; First and Fourth Years, Horace Cummings, Chairman, and Eugene Hilton.

First Year—Book of Mormon

Third Sunday, March 20, 1927

LESSONS FOR MARCH

First Sunday, March 6, 1927

Uniform Fast, Day Lesson

General Subject: The Example of Jesus: what it bids us do.

Special Topic: Loyalty to the Cause. (See Superintendents' Department, this issue, for helpful suggestions.)

Second Sunday, March 13, 1927

Lesson 8. Crossing the Great Waters

Text: I Nephi 47, 18.

Objective: To teach that seemingly impossible things are accomplished by God's servants through diligence and obedience.

Suggestions on Preparation and Presentation: Some of the most dramatic and remarkable happenings in the history of God's dealings with His people are recorded in the chapters listed for our study today. The narrative material might profitably be divided into three sections and assigned to as many students for class presentation. Insist that each does not include in his report material assigned to a classmate. The lesson must be so organized and timed that, after the recital of the narrative, time remains to make application of the principles involved in the history of God's Church in this day and in the lives of the children. Our Church is like a ship. Who is at the helm? Do we have any "Lamans" and "Lemuels" in our Church today? In our ward? In our Sunday School? How may each of us be strong yet humble like Nephi?

Questions for Teachers

1. Where, approximately, did the colony of Lehi land in the new world? Indicate (1st) what the Prophet Joseph said on the subject and (2nd) what modern archaeological research seems to prove.
2. How will you make clear to your children the fact that by thus crossing Irreantum or the many waters, the people of Lehi are separated entirely from all other peoples?

Lesson 9. Lehi's last Instructions and Blessing

Text: Book of Mormon, 2 Nephi, chapters 1 to 5.

Objective: To teach that continued happiness in this promised land is dependent upon righteousness.

Suggestions on Preparation and Presentation: Before beginning with the material listed in the references above, it would be well to connect up today's lesson with that covered last Sunday by a brief review and consideration of what Lehi's colony found in the Promised Land when they reached here; how they planted seeds, tamed and used domestic animals, etc. In this way the narrative will be continued. Tell also, of the plates that were prepared for record keeping. In considering the teachings of Lehi to his children, place particular emphasis on II Nephi 1:9-12. Assist the class to visualize the venerable and aged Lehi surrounded by his posterity in this final scene of instruction and blessing. Emphasize the parting teachings to the various persons and groups. Probably the lecture method will serve best in presenting this material.

Questions for Teachers

1. Show wherein the prophecy recorded in 2nd Nephi 3:3-15 was fulfilled in Joseph Smith.
2. Comment on Lehi's famous statement, "Adam fell that men might be and men are that they might have joy." (2 Nephi 2:25.) Distinguish between joy and pleasure.

Fourth Sunday, March 27, 1927

Oral Comprehension Review

1. In what book can be found the history of the ancient peoples of America?
2. Upon what was this record first written?
3. Who translated the ancient record into English?
4. By what power did he translate it?
5. Who, besides the translator, saw, the plates?
6. Who gave Joseph Smith the plates?

7. Who was told to leave Jerusalem before its destruction?

8. Name four of his sons.

9. Which one succeeded in getting the plates from Laban?

10. What did he say when his father asked him to go for the plates?

11. Why did he succeed?

12. What was the name of the instrument that guided Lehi and his followers?

13. Whose family joined Lehi and his family in the wilderness?

14. Upon what sea did they embark for the promised land?

15. What happened when Nephi's brothers bound him?

16. When did the storm cease?

17. What animals were found in the Promised Land?

18. What do we today call the "Promised Land" referred to in the Book of Mormon?

19. The Lamanites, who are living today, are called what?

20. What must be done to keep the "Promised Land" a land of liberty unto all who live in it?

four apostles chosen. Here the Savior dwelt most of the time after leaving Nazareth, usually abiding at the home of Peter. In this town and in the region round about, the Savior performed many miracles. (Let the teacher see pages 19 to 24 inclusive, David O. McKay's "Ancient Apostles.") Also Luke 4:31-44; 5:1-26.

Let the class memorize (and sing where the Chorister will teach the music) the song, "Memories of Galilee," page 122, Deseret Sunday School Songs.

Questions for Teachers

1. In what did the First Miracle of the Savior consist?

2. What is a miracle? May miracles be performed through laws that are natural laws but which are not understood by those who behold the miracle? Explain the advances made by control of electricity; and, stranger still, wireless telegraphy; and now "radio."

Third Sunday, March 20, 1927

Lesson 9. Chapter XVII of the text, "In His Temple," "Nicodemus" and Chapter XVIII, "At the Well of Sychar." See also Matt. 21:1-17; Mark 11:15-19; Luke 19:29-48; John 2:13-16

Text Book: "A Life of Christ for the Young," by Weed.

Objective: To teach that those who desecrate the house of the Lord incur His displeasure.

The lesson affords an excellent opportunity to teach the duty of proper respect for all houses of worship. By careful questions the pupils may be interested in the various types of places of worship; and a desire instilled to go to our meeting and to be worthy to enter at the proper time the Temple for performance of sacred ordinances including a hope to be married there for eternity.

The importance of living up to the light of the Gospel is most impressively taught in the Savior's talk with Nicodemus. (See John 3:1-2; 5-21.)

The scene described at Jacob's well. (See John 4:5-42) has a double purpose: to show that the despised Samaritans were worthy to receive the Gospel, and that the preaching of the Gospel was more important than eating.

Fourth Sunday, March 27, 1927

Oral Comprehension Review

1. By what name is the Land where Jesus lived called?

2. What is the climate of that Land?

Third Year—Life of Christ

LESSONS FOR MARCH

First Sunday, March 6, 1927

Uniform Fast Day Lesson

General Subject: The Example of Jesus: what it bids us do.

Special Topic: Loyalty to the Cause. (See Superintendents' Department, this issue, for helpful suggestions.)

Second Sunday, March 13, 1927

Lesson 8. Chapter XV of text, "The First Miracle," and Chapter XVI of text, "Beautiful Land and Sea."

Text: "A Life of Christ for the Young," by Weed.

The first miracle is described in the chapter XV of the text and in John 2:1-11. In chapter XVI, descriptions of Galilee and its beautiful sea are given.

Objective: To teach that the gift of healing is one of the signs that follow the true believer and exists only where Faith is found.

The country around the Sea of Galilee was, in the days of our Savior, very thickly inhabited and a most fruitful land. The fresh water lake was one of its chief charms, and Capernaum was one of its larger cities and the home of the first

3. To whom was the birth of the Savior announced?

4. What message did the shepherds hear?

5. By what sign did the wise men (Magi) learn of the birth of the Savior?

6. What inquiry did the wise men make when they came to Jerusalem?

7. When King Herod heard of these inquiries and asked the Priests and learned men where the Savior was to be born, what reply did they make?

8. What request did King Herod make of the wise men?

9. What did the wise men do after worshipping the babe and after presenting their choice gifts?

10. Being warned to take the babe and Mary and flee from the wicked Herod, where did Joseph remove to?

11. After Herod's death and the return

from Egypt, where did Joseph and Mary reside?

12. At what age when visiting the "Temple at Jerusalem was Jesus left behind?

13. What great character came preaching baptism as a forerunner of the Savior?

14. What relation was he to Jesus? And what was the name of Jesus' Mother?

15. Where did John baptize and why did he select that place?

16. Who was the most illustrious applicant who came to John for baptism and what did John say to Him?

17. What was Jesus' reply?

18. How was Jesus baptized?

19. How are we baptized and for what purpose?

20. What reply did Jesus make to the rich nobleman who besought Him to come quickly and heal his only son?



PORTLAND, OREGON BRANCH SUNDAY SCHOOLS, NORTHWESTERN STATES MISSION

Index to front row, reading from left to right: Elder D. G. Brimhall; Elder T. J. Oldroyd, Mission Clerk; W. Y. Robinson, Branch Presidency; P. A. Johnson, Supt. Killingsworth; Dr. Crockwell, Supt. Arleta; R. B. West, Supt. Portland Central; Mrs. Brigham S. Young; Brigham S. Young, Mission President, with his daughter Mary leaning upon his knees; Bishop Joel Richards of the 27th ward of Salt Lake City; Mrs. Joel Richards; Gene Livingston, Conference President; Eugene P. Watkins, Mission Secretary; and Soren Peterson, Branch President.

Let the new year be a year of freedom from sin, a year of service, a year of trust in God, and it will be a happy year from first to last. It may be the hardest year we have known, but it will be the happiest.

PRIMARY DEPARTMENT

Chas. B. Felt, Chairman; Frank K. Seegmiller; assisted by Florence Horne Smith, Mabel Cook, Tessie Giaque, and Lucy Gedge Sperry

WORK FOR MARCH

Preview Questions

1. What social sacrifices are we sometimes called upon to make to show our loyalty to the Cause?
2. What blessings do we receive by having faith in God and submitting to His laws?
3. What special means do we have of bringing blessings to us?
4. How does God ask us to recognize His sovereignty over temporal things? Why is this act one of the hardest to the average individual? What law regarding tithing have we received since the covenant of Jacob? Who receives the greatest blessing through obeying it?

First Sunday, March 6, 1927

Fast Day Lesson

General Subject: The Example of Jesus: what it bids us do.

Special Topic: Loyalty to the Cause.

Text: Matt. VI:24, 33; Mark X:17-30.

Objective: We should show our loyalty to the Cause of the Lord by attending Sunday School.

Song: "Haste to the Sunday School," D. S. S. Songs, No. 149.

Lesson: Teacher count the pupils present and compare with the number of pupils enrolled.

How would we feel if there were that many absent from our room in the day school? We should be even more loyal to our Sunday School because we come here to show our love and obedience to Jesus and the Heavenly Father.

What commandment has God given regarding the Sabbath Day? Jesus asked those whom He loved best to give up all their time to follow Him in doing the work of the Lord. We should be willing to spend at least part of our Sunday learning of Him and showing respect for Him. Here we come to take the sacrament in remembrance of Him.

Of course, there are good reasons, such as sickness, which prevent us from attending. But, what do you think of staying away to play? To go somewhere with playmates? To go on pleasure trips? Because you have to wear something you do not like? (Matt. VI:25.) Are you loyal to your Sunday School, to Jesus, or to God if you are absent for any of these reasons?

"Do thy duty, that is best
Leave unto the Lord the rest."

Lesson 9. A Mother's Prayer

Text: "Bible and Church History Stories," page 51.

Reference: "Old Testament Studies," (Tanner) pages 53-54.

Kent, speaking of this incident says: "The marriage customs of the East are here assumed. Even in the later Hebrew laws, barrenness was regarded as a possible basis of divorce. The husband in any case was free to take another wife. The Code of Hammurabi in one of its laws formulates the primitive usage when a wife could not bear children to her husband: If a man has married a votary (i. e., a woman consecrated to a god), and she has given a maid to her husband, who has borne children, and afterward that maid has placed herself on an equality with her mistress because she has borne children, her mistress shall not sell her. She shall place a slave-mark upon her and reckon her with the slave girls. If she has not borne children, her mistress may sell her.

"This ancient law contemplates the same domestic infelicity, as arose in the household of Abraham. The patriarch's attitude in the matter is also explained and justified in the light of early Semitic custom. In the eyes of the law the slave wife was still the property of Sarah."

Kent places this "well of water" as that known as "Beer-lahai-roi," which means the "well of the living one who seeth me," and it became a spot sacred even to the Hebrew inhabitants of Canaan.

Second Sunday, March 13, 1927

Lesson 10. Rebekah at the Well

Text: "Bible and Church History Stories," page 57.

Reference: "Old Testament Studies," (Tanner) pp. 63, 68.

Kent says: "The means by which a wife is secured for Isaac are those of the East; where the father, not the son, arranges all the marriage preliminaries. The event was of supreme importance, for the fulfilment of Jehovah's promises to the race depended upon it. * * *

"Laden with rich treasures to be used as a bridal dowry, the servant journeyed toward western Mesopotamia, to the land lying on either side of the central Euphrates valley. As he waits at eventide outside Haran, he prays fervently that the God

of his master will prosper him in the difficult mission which he has undertaken. Soon a beautiful maiden appears with a water jar upon her shoulder. At his request she gives him water to drink; then, exceeding even the oriental laws of hospitality, but in accord with the chosen sign, she waters his camels also.

"Gladdened by the discovery that the beautiful maiden is the granddaughter of his master's brother, and by the unmistakable sign of divine guidance, Abraham's servant accepts the generous oriental hospitality which is offered him in response to Rebekah's report. When he and his servants and camels are all under the hospitable roof, and before he will partake of the offered food, he tells his tale and presents his suit. He also re-enforces it after the oriental fashion by lavish gifts. These are given not only to the desired bride, but also to her mother and brother, who, since the father is evidently very old, stands at the head of the household. The final decision is left to Rebekah herself. She responds in a spirit worthy of the ancestress of a race destined to go forth and possess many an unknown land. * * *

"The vivid story reaches its climax in the picturesque meeting of Isaac and Rebekah in the wilderness at eventide. Oriental custom left no place for the expression of individual sentiment until the bride had been conducted to the tent of her future husband."

Kent further says: "The narrative also illustrates the divine guidance of the destinies of the race. * * * Rebekah in the story realized the oriental idea of a wise, brave woman and wife. The portrait of the servant is of perennial value. His complete forgetfulness of self, his fidelity, his zeal and tact in carrying out the commands of his master, even though he be but a slave, and his child-like faith in God's leadership, are qualities which make men valuable members of society in every age."

Third Sunday, March 20, 1927

Lesson 11. A Sacred Promise

Text: "Bible and Church History Stories," page 63.

Reference: "Old Testament Studies," (Tanner) pages 71-79.

Interesting excerpts from Kent: "About ten miles north of Jerusalem, a little to the right of the great highway that leads from Hebron and Jerusalem northward to

Shechem and on to Damascus, are found the ruins of the ancient sanctuary of Bethel. Here the Hebrews revered the sacred rock on which, according to their traditions, Jacob pillowed his head, as he dreamed of the ladder leading up to the abode of God and of the divine messengers passing back and forth from earth to heaven."

Speaking of the wooing and winning of Rachel, Kent says: "The scene at the well near Haran is repeated many times in Arabia today, except that few sons of the desert manifest the same chivalrous zeal in serving the modern Rachels. Jacob's kisses and tears are characteristic of the emotional Oriental. * * * By his services for seven years, practically a slave, Jacob paid the bride-price which every oriental father demands. The custom still survives in Syria."

As to the teachings of the story Kent says: "(1) The divine love and pity follow even the fugitive who flees, pursued by his own crimes. (2) In the discouraging environment and in the saddest moments of life, come the most glorious revelations. (3) Heaven and God Himself are very near the earth, and the way of communication is close and direct. (4) Strong, pure love can evoke devoted service even from a mean man."

Fourth Sunday, March 27, 1927

Lesson 12. Two Strange Dreams

Text: "Bible and Church History Stories," page 69.

Reference: "Old Testament Studies," (Tanner) pages 84-88.

Speaking of the "Character of Joseph and its Significance," Kent, among other things says: "Each step in the development of his character is distinctly traced. * * * Not a word of complaint. Armed with his strong fidelity and faith, he emerged unscathed from the most insidious temptation that could assail a youth. Unjust adversity could not crush or daunt him, for his integrity of character, his perennial cheerfulness and his spirit of helpfulness were invincible. The practical truths illustrated by Joseph's character and experiences are too obvious to need formulation. For every one in the stream of life they are a constant guide and inspiration, for they show clearly how, in the face of injustice and temptation, a man may find his life by losing it."

"If this be a happy new year, a year of usefulness, a year in which we shall live to make this earth better, it is because God will direct our pathway."

KINDERGARTEN DEPARTMENT

Wm. A. Morton, Chairman; Charles J. Ross; assisted by Ina Johnson, Blanche Love Gee and Inez Witbeck

LESSONS FOR MARCH

First Sunday, March 6, 1927

Uniform Fast Day Lesson

General Subject: The Example of Jesus: what it bids us do.

Special Topic: Loyalty to the Cause. (See Superintendents' Department, this issue, for helpful suggestions.)

Objective: In order to gain eternal life we must forget desire for worldly things, and serve the Lord.

Suggestions on Preparation and Presentation: Enlarge upon the story as you tell it. Get pictures from some magazine, advertisements of rugs, etc., where children are shown with toys to start your story with. Then have the picture of "Jesus Blessing Little Children" for the next part. Stimulate the children to see why we should think more of others and of the good we can do and less of money and wealth. Present each child with a paper folded as a booklet with these words written on the inside:

"Share with others every day,
In your work as well as play."

Memory Gem:

"Little feet can run on errands,
Little hands do deeds of love,
Little tongues speak words of kindness,
Pleasing unto God above."

Songs: "Pansies," D. S. S. S., p. 127;
"Nature's Easter Song," Patty Hill, p. 27.

Rest Exercise: Act the words of the "Spring Song," p. 9, Kindergarten and Primary Songs, Thomason. Bring out the thought that even Nature is loyal to the cause.

Story: Fanny's Lesson on Loyalty to the Cause.

Fanny came into the room all tired and cross. "Oh, mama, I'm so glad that our company has gone home."

"Why?" asked her mother in astonishment. "didn't you have a good time?"

"No, I didn't; I couldn't because those children wanted to play with my toys. They wanted my doll and my dishes and I just wouldn't let them touch them. I want to keep them all for myself."

"Why, Fanny," said her mother, "is that the way to act? What a nice time you could have had, had you been willing to share your things with them. We should never be selfish with one another. We should see how much we can do for others to make them happy and forget our own selfish desires. Christ taught us to give

and share with others. Fanny, I wonder what Jesus would say if He were here and saw you behave in such a manner?"

Fanny did not reply but threw herself on the couch and in a few seconds was sound asleep. She dreamed that the Bible jumped out of the book case and came over to her. It opened up to the picture where Jesus was blessing little children. She thought He turned His head and looked at her with a sad look then got up and stepped out of the picture and came right over to her. Poor Fanny did not know what to do. She wanted to run and hide but she couldn't move. She thought Jesus put out His hand and she thought she heard Him say, "Come follow Me." Fanny reached up her hand and put it in His hand. Her fear left her at once, but she felt rather ashamed of the way she had treated her friends. Then they went out of the house, down the street, passing the beautiful stores, where so many toys and dolls were displayed in the window. Fanny couldn't help but wish she had plenty of money so she could buy all of these pretty things. Jesus must have read her thoughts, for He looked down at her and said, "Fanny, why do you want more playthings, when you are not happy with what you already have? Your play things will never bring you joy, unless you share with others. He turned and pointed to a bed of tulips across the road in the park. "See those flowers? Our Heavenly Father is well pleased with them. Do you know why?"

"No," replied Fanny

"Because all they think of is to grow beautiful and make people glad and then they want to raise seed so as to have more plants. Their whole thought is to make others happy; to do for others. That's what your Father in Heaven wants you to do. He wants you to forget all the money and fine clothes and grow beautiful by being kind and loving and share what you have with others. Keep this one thought in mind: I want to make others happy, so I'll be happy and help others." Just then Fanny woke up.

Second Sunday, March 13, 1927

Lesson 7. Healing the Nobleman's Son

Text: John 4:46-54.

Objective: We must have faith and trust in Jesus if we want to receive God's blessings.

Supplementary References: "Jesus the Christ," pp. 177, 178; Weed's "A Life of

Christ for the Young," chapter 19; "Sunday Morning in the Kindergarten," lesson 7.

Suggestions on Preparation and Presentation: Blackboard drawings of the boy in bed, his father seeking Jesus; his return, the healing of the son. Bring out the big thought, the love he had for his son. He let no obstacle hinder him from getting the One Person who had power. His faith and trust was remarkable. It was not shaken, even when Jesus bade him go his way. Lead children to have faith and trust in our Priesthood and in God. We receive according to our faith. Teach children to see that when we don't get what we ask for, it isn't because He did not hear us, He heard, but we may not have had enough faith and trust, or it may have been it was best for us not to have it. So when we pray let us say, "if it is best for us." And if we don't get it let us not grumble, pout or complain, but be happy and feel in our hearts that God knows best.

Present each child with a cut-out boy on which is written:

"Jesus will hear me when I pray,
So I'll trust in Him every day."

Memory Gem: Same as last Sunday or repeat the one on prayer given before.

Rest Exercise: To the sleeping seeds come the warm sunbeams, the March wind, the soft rain. Dramatize. Bring out the thought that even the seeds in the ground trust in Heavenly Father for care, food and protection.

Third Sunday, March 20, 1927

Lesson 8. "Jesus Healing the Blind Man"

Text: John 9:1-28.

Objective: Faith in the Divine Power will bring us His blessings.

Supplementary References: "Sunday Morning in the Kindergarten"; "Jesus the Christ," "Farrar's "Life of Christ," pp. 307, 308. See March lesson for 1924, Juvenile Instructor, January, 1924.

Suggestions on Preparation and Presentation: Have all the children cover their eyes to see how it feels to be blind. Help them to have sympathy and compassion on those less fortunate than we. Let them name things we could do to help to make their life more pleasant. We can help by so doing to strengthen their faith and trust in God. They are happier when they have friends. Note the gratitude in this man's heart. He wanted to share his joys with others.

Present each child with a cut-out of a little bird with the following written on: We have faith and trust in Heavenly Father.

Memory Gem:

"We love the name of Jesus,
He hears us when we pray,

He gives us many blessings,
And helps us day by day."

—Annie Malin.

Rest Exercise: Helping the Blind. How may we help the blind? We who are blessed with eye sight.

Dramatize the suggestions offered by the children. Assist them to cross the street, take them some flower, lead them to a seat. Have you any blind in your ward, or do you know of any one who is blind? If you can get flowers have children bring some next Sunday and give the flowers to the blind.

Fourth Sunday, March 27, 1927

Lesson 9. Jesus and the Children

Text: Matt. 19:13-15; Mark 10:13-16; Luke 18:15-17.

Objective: Jesus was not only a friend to the sick and afflicted, but to little children also.

Note: Owing to Easter coming in April we will have to shift some of the lessons.

Supplementary References: "Sunday Morning in the Kindergarten," lesson 10; "Jesus the Christ," pp. 475-476; Weed's "A Life of Christ for the Young," chapter 52.

Suggestions on Preparation and Presentation: Pictures and blackboard drawings. Lead the children to see that Jesus was a true friend to everyone. Let the children tell some of the things He did—healed the sick, blind, etc. If we could only, by means of this story, help the children to continue to be what Jesus wants them to be. Jesus was a friend to little children, therefore He wants us to be friends to one another.

Sing: "Jesus Once Was a Little Child."

Teacher sing: "I Think When I Read That Sweet Story of Old." Present each child with a cut-out horse with the following words upon it: Jesus was a friend to little children, so I'll be a friend to you.

Memory Gem: Same as last Sunday.

Rest Exercise: Let them dramatize one of the rest exercises that have been already suggested for this month.

Preview Questions

1. What does loyalty mean?
2. Why is it that by being obedient to the law, one has more freedom than if he was disobedient?
3. Show how we can strengthen and stimulate a child's faith in all that is good. Give examples.
4. Why did Jesus bless little children? Why did He say, "Forbid them not for of such is the Kingdom of Heaven?"
5. Why did Jesus deem it necessary to give us the Sacrament?
6. What does this mean: "There is no death?"

RELIGION CLASSES

Written for the General Church Board of Education by Harrison R. Merrill,
Brigham Young University

Suggestions on How to Proceed with the Preparation of a Lesson

Prepared by Professor Amos N. Merrill and Myrtle Jensen, Teacher-Training Supervisors of Provo Fifth Ward

Teaching is an art. It is one of the most important arts that has been developed in our modern society. Like other arts, it may be performed with skill and thus achieve great results or it may be performed poorly and accomplish but little.

Teachers of theology and religion, especially those engaged as teachers of the Gospel of Jesus Christ, have such important goals to be reached through their teaching that none should be contented with themselves till they, through their study and meaningful practice, have developed this art to its highest proficiency. To facilitate this achievement the following suggestions are offered:

1. Let every lesson be designed to reach some specific end. These ends, or products, as they are called, will be either knowledge, interests, attitudes, habits, abilities, dispositions, etc., that are useful in a religious life. These should be clearly stated in terms of student-achievements and formulated in the form of a principle that will serve as a guide in the selection of materials, organization of subject matter, and the selection of the method to be employed in presentation. For example, we see the need of enlarging a knowledge of the relationship between happiness and activity, or that which we do. The objective would be: To enlarge our knowledge of the relationship between happiness and that which we do, for the purpose of encouraging the performance of worthy acts."

In this case, an objective answers two questions, namely: first, What do we intend to do today? and, second, Why do we want to do what we intend? The objective for every lesson should answer these two questions.

2. Having decided what we want to do and why, we are now ready to select our materials and to organize these in such a way as will best attain the objective. Part of the material will be found in our text book, if we have one; part will be found in the experience of the teacher, students, and other people; and part will be found in other books or periodicals. In practically no case will it all be found in the text book. Indeed, in many cases, we may assume a knowledge of the textual materials before we begin.

Our best teachers explore all available fields where material may be found, gather that which will serve a useful purpose, and then organize their materials around some significant and meaningful situation or point. For example, the materials in connection with the visit of the Angel to the Prophet Joseph Smith may very effectively be organized around the terrible Florida cyclone. It is always profitable to imitate the best teachers.

3. Having determined upon the objective and the materials with which we intend to work, all effectively organized about a meaningful and interesting situation, we are ready to select a method of procedure. We may employ either the drill method, supervised study method, especially if we have ample material at hand, lecture method (far too frequently used) socialized recitation, problem solving method, project method, or two or more of these devices. The important thing is that we think carefully through our whole lesson period and determine upon the most appropriate device for the achievement of our purpose.

4. Since we learn through our activities, it is necessary for the teacher to decide before hand just what the class members are to do. Usually there are not enough meaningful activities provided for. The students, therefore, become restless and noisy. It often happens that the class members are expected to do nothing but listen while the teacher talks. This they soon tire of and fail to attend to the class exercise. A variety of meaningful activities such as relating experiences, looking at and talking about pictures, asking and answering questions, reading at times interesting materials from books or papers, writing down notes and, on the lower levels, engaging in physical activities, such as marching, dramatizing, singing with many motions and even laughing, etc., promotes the most profitable and interesting class exercises. The teacher also promotes interest by doing a variety of things. *Talking too much is the teacher's common shortcoming.* Such activities as telling stories, asking questions, direct discussion on problems that have been clearly stated, encouraging backward students to take part in the discussion, exhibiting pictures, summarizing frequently, or helping the students to do so, lecturing, when additional facts are necessary for clear thinking, leading in singing in the lower grades, etc., always adds interest to the class and promotes good teaching.

5. Since every lesson is improved by the

students, with the help of the teacher, summarizing what has been learned, provisions should be made for this activity. This always makes the lesson more definite and helps the class members to fix in mind the important items of the lesson. A good procedure is for the teacher to say to the class near the close of the period: "Now let us list on the board, just what we have learned from this lesson. We have learned, first (list the first item) second, etc." The writers have found that it is often helpful and gives definiteness to the lesson to write the objective with which the lesson started on the board or repeat it with some explanations. Try this device.

6. Make provisions to assign each member of the class some task to be performed as a preparation for next lesson. This may be to talk with some person who has information which the class will need, to write a paragraph on a certain topic to be read at the next lesson, to prepare a good song which is to be sung or a piece to be played, to read a selection from a book or magazine, to relate a certain story, etc. This helps to maintain interest in the class and should promote regular attendance.

7. The material used in every class should have an application somewhere in the lives of the boys and girls of the class. The best teachers provide for this as the lesson exercise is being arranged. This application should be natural and obvious. The application is best made at the most opportune time. Sometimes this may be made at the end of the lesson, but quite frequently it may be most effectively made as the lesson develops. Lessons that are foreign to the interest of the class and that have no application to either the real or vicarious experiences of the group are uninteresting and often unprofitable. Let the lessons have an application to the lives the boys and girls are living today. These are the ones that are of most value.

An Illustration

Suppose we take lesson 14 in "A Reader for the Religion Classes" designed to be taught to Third Graders, and follow through its preparation as suggested. Lesson 14 is selected because it will likely be taught soon after this *Juvenile* is issued. Let us see if we can follow the suggestions made, though not fully on account of lack of space.

We read the lesson and discover that it attempts to assist in the preparation of children for baptism, and that it attempts to teach that refraining from evil is not all there is to being good. Therefore we arrive at some such objective:

Objective: To teach the reasonableness of baptism as a contract and to show that being good means doing good, in order that pupils may get an idea of service.

Our next step is to find and organize materials.

Perhaps there is a foreign born person in the ward who is preparing for citizenship. A short sketch of what he must do in order to become an American will be interesting. It will be doubly effective if one of his children can tell it. This will introduce the subject of "citizenship" beautifully, perhaps. Then if we have text books for all pupils, perhaps we shall select the supervised study method of procedure. We can ask some pertinent questions which the pupils are expected to answer as a result of their reading, before they are given the lesson to read. These questions may be gleaned from the lesson.

Activities for the class: Perhaps there are a few in the class who have been baptized. These might tell their experience, others might tell how they intend to prepare for baptism. The picture of the baptism of Jesus, if available, would be interesting and would naturally lead to a discussion of the method of baptism.

A story of the baptism of Joseph Smith and Oliver Cowdery by John, the Baptist, and the baptism of Alma and Helam as told in Mosiah, chapter 18, verse 13, would also be of interest to the children. The baptism of the Eunuch by Philip is another story of a baptism that is always interesting.

Summary: We have learned that a person must refrain from evil; that he must do good as well as be good; he must help his fellows; he has a promised blessing if he will do good.

Assignment: An assignment is suggested in the lesson. This may be added to, if it is thought advisable to make any addition.

Application: Of course the application in this lesson is obvious. In order to become a citizen of the Kingdom of God one must be baptized, and in order to be worthy of baptism one must be good and do good.

"Whatever the past year may have meant to you, make it dead history. But let the new year be a living issue. With a big fresh sponge, dripping with the clear water of forgiveness, wipe clean the slate of your heart."—Ladies Home Journal.

Children's Section



Little Talks on the Gospel

By *Lula Greene Richards*

I.—Faith

It was Saturday and ten year old Lucy did not have to go to school. She was helping her mother clean up the house ready for Sunday.

In the Sunday School class to which she belonged the teacher had asked the pupils each one to be prepared the next Sunday to tell something in relation to faith. They were beginning to study the "Articles of Faith" as they are taught in the Church of which we are members.

As mother was removing the dust from some of the furniture and Lucy was washing the inside of a window, the girl asked—

"Mother, can you help me to find something which shows what faith is that I can say a few words on in the class tomorrow? The teacher would like us to illustrate what faith is and how it helps us to get things we want if we pray for them and then use the right means for obtaining them."

"It should be easy for you to think of many things in your own life, Lucy, from which you might draw such an illustration. And every day we see things which should be testimonies to us that when we watch ourselves closely and do the things our kind Heavenly Father has said we should do He hears our prayers when we pray to Him and answers them as His wisdom sees will be best for us. I will try to help you—Oh, look there, child—Quick! take that bucket up!"

Lucy had set down a bucket of water on the floor for a moment while

she used both hands in adjusting the window she was cleaning.

The baby, who was nine months old, and a fast "creeper" saw the bucket placed on the floor and with a glad little shout left the blocks he was playing with in a corner of the room and had almost reached the bucket of water when mother called to Lucy to remove it.

The girl caught up the pail just in time to prevent the baby from plunging his hands into the water and likely tipping it over onto himself and the floor.

Baby grumbled a little at his disappointment in not being allowed the fun he thought to have splashing in the water. His sister took him back to his corner of toys and showed him again how to pile the blocks up one on top of another and then knock them over, and got him to laughing and playing again.

"There, daughter," mother said, "you have a nice little illustration of suddenly awakened faith in the baby's mind when he saw you place that pail of water down there where his faith made him feel sure he might have a fine time splashing in it.

"You can show from this incident how older people often catch sight of something which appears very desirable and they start after it perhaps with a grateful, hurried prayer-like baby's joyous shout. And the coveted prize is snatched away just as it is reached. Often we know as little of the cause for blessings—as we count them—being withheld from us by the higher wisdom of our Heavenly Father and our guardian angels, as baby knows why I called out to you and

you removed that delightful pail of water out of his reach. But if we behave as humbly over our disappointments as baby did just now, we are sure to be helped back into our proper places and comforted as you did for baby. Sometimes our faith and prayers are not exercised in the wisest way you see. And we have to learn lessons as we grow and develop. We must never feel to blame others for our own mistakes and short-sightedness, but be like this dear baby, easily consoled over our disappointments, and wait till we are older and wiser for some things we are striving for."

"Mother!" Lucy jubilantly answered, "I believe you and baby have given me the thought I was in need of to help me out with a little talk on faith. I shall try to work it out in my mind and be prepared to give it in class tomorrow if I should be called on. And I think, too, it is a lesson I have been needing myself for quite awhile. I have wondered why, sometimes when we very much want certain things, and pray for them and try to have faith that we are going to get them, we see them go to others who perhaps care much less for them than we would. But I see this matter better now, thanks to you and baby. Maybe no one else will bring up this point on faith in the talks to be given, and I am going to try to impress the class with it as you have me. I can say some of the very words you have said about it. Thank you, mother dear!"

(To be continued)

The Baptism of Samuel Warner

By Minnie Iverson Hodapp

Chapter III

The news that Samuel Warner was about to be baptized into the Mormon Church spread quickly amongst neighbors and villagers. Some laughed lightly while others cursed and swore. Near and dear friends came and wept with Grandmother Warner by way of condolence.

Four loiterers, who spent a great deal of their time in front of the village store decided to go against Elders Hart and Gardner the next time they should set foot in the vicinity.

"Yes," said Antone Ruggles, knitting his brows. "The elders will be purty sorry." Antone was a man of dense superstition and dark moods. Usually folks turned a deaf ear to his mutterings but on this day three men said, "We're with you, Antone. The 'Elders' are going to have a tough time of it."

That afternoon at sunset as Elders Hart and Gardner wended their way along the river toward the home of Grandma Warner, four skulking men came from behind some bushes and confronted the strangers. Seizing them they tied their hands with cords and dragged them to a nearby tree where they bound them fast. Then followed an abrupt and brutal flogging. Blood streamed from the flesh wounds of the victims as they begged the vicious men for mercy.

Samuel Warner had been expecting the boys that night and had gone forth to meet them. He came unexpectedly upon the scene of torture. Three of the men skulked back into the bushes, but the fourth—Antone Ruggles—remained to vindicate himself by darkly muttering: "I no like dem Mormons. No good dem elders."

"Go home Antone," commanded Sam. "Go home and feel sorry for the way you have treated innocent men."

"I no like 'em. I kill 'em," muttered Antone, vanishing in the dusk.

Samuel quickly released his two friends and ran to the nearest field for a horse. He took them home, one at a time. Grandmother Warner was horrified to see their pitiless lashes and wounds. She sent for Mrs. Morris, a kind, motherly woman, and with Sam's aid, they washed and dressed the sores. The boys thanked them in look and word, and were altogether so kind and

patient that the ministrants of mercy were deeply touched.

Sam, Grandmother Warner, and Mrs. Morris were the only three persons who ever found out the details of the flogging. Elders Hart and Gardner cautioned them to remain perfectly silent on the subject. In spite of this silence, a wave of sympathy swept the community and many hearts were touched to pity and tenderness.

"We're sure the elders are doing us no harm, and it may be, they are influencing us toward good," was the thought uppermost in the minds of the people. It awakened them to give Elders Hart and Gardner a respectful hearing in their midst.

Their opportunity came sooner than they had anticipated. A little child lay sick with a fever. The mother, fearing it might die, sent for the elders. They came and anointed the child with oil and blessed it in the name of the Lord and by virtue of the Holy Priesthood. The child recovered. The mother, in her joy, offered the elders money, but Brother Gardner said, "No, dear woman, we cannot take your money. As servants of the Lord we are sent to labor in his vineyard without hire and without price. Your child has been healed through administration and through the power of the Priesthood. Therefore ascribe the praise and the honor unto God."

A few days later, Elder Hart was asked to conduct a marriage ceremony in one of the homes. He willingly did so. This occasion gave him a chance to explain how a Latter-day Saint regards marriage: That it should be performed for time and all eternity in the temple of our Lord. Husband and wife ought to be united forever and not merely till death doth part.

This doctrine made a deep impression upon Mr. Orson Lovemore. It caused him to investigate the Gospel. In a short time he and his wife, their son and daughter, joined our L. D. S. Church. They all went to Utah. From Utah Brother Lovemore wrote:

"Dear Elder Gardner:

"My wife and I and our dear children have been to the temple where we have been linked as a precious family for time and all eternity. I cannot voice the joy we feel today.

"I have met your father, mother, and five brothers. They tell me that you have a sweetheart too, and that she joyfully accepts this separation from you deeming it a privilege for you to perform a mission. Is it not wonderful, this blending of duty and privilege in the lives of Latter-day Saints?

Faithfully yours,

Orson Lovemore."

Hardly had Elder Gardner finished this letter when an excited messenger brought word that he was needed at the Ruggles home. Quickly Elders Hart and Gardner went to the Ruggles home. Old Antone, to be sure, was in a dark and desperate mood, muttering words of vengeance against his own family. The two elders talked to him very quietly and told him that an evil spirit was troubling his mind. Antone desired them to administer a blessing upon his head. This done, he settled down into a sweet, calm, slumber. After many hours Antone woke saying, "I feel like a new man." From that day he was indeed a new man, his heart and home filled with peace and love. The shackles of superstition that had hitherto bound him fell gradually away and he was free. In due time he became a humble Latter-day Saint.

And what about the baptism of Samuel Warner? Did he still desire it? Yes, more fervently. He desired baptism and arranged for it at the hands of Elder Gardner. The smoothly-winding, smooth river was beautiful and fair as the elders prepared for the baptismal service. Samuel's face shown with joy, but poor, dear Grandma Warner stood sobbing on the bank. Her beseeching attitude touched Sam and he said, "I cannot be baptized today, Elder Gardner. Let the Lord be my judge in this hour; I cannot, will not, break Grandmother's heart."

Thus the ordinance in favor of Samuel Warner was postponed.

A neighbor who dropped in to comfort Grandma Warner that evening, said, "Aren't you glad Sam didn't go against you, Grandma?"

"Oh, I don't know," she answered. "He might just as well have been baptized. He's a Mormon at heart, anyway."

(To be continued)

Jimmie's Overalls

By David Hamilton

It's loads of fun being Jimmie's overalls. He takes me 'most everywhere he goes, except to school and church. In the spring we tramp through the fields together. In the summer, sometimes, when he must, he takes me in swimming. At other times he hangs me on a bush and lets me look on while he has the fun.

Most other times I'm with him, though; close up to him. We go through thick and thin together, like good pals should.

The hours when Jimmie is at school seem long to me as I hang on my hook in the back hall. But I am resting. Sometimes I doze off to sleep and dream.

One day, after school, Jimmie ran in, took his school trousers off and hung them up in his closet. Then he took me down and pulled me on. He was all excited. "We're going to have some fun," I said to myself. I could tell by the way I could feel his heart beating against me. Just then, he pulled his sweater down over my face and I could only see a little bit through the threads. Overalls would rather have sweaters put underneath.

After pulling his galoshes on and tucking me down in them, Jimmie ran outside, through the snow, across the creek and out onto the road.

Here we found Harry and Sam with old Bess hitched to the schooner. Bess is a fine old horse. She goes just fast enough to be safe with boys, Harry's father says. So he isn't afraid to let the boys use her.

Caesar and Grip were there, too. Caesar is Sam's bull-dog and Grip is

Harry's collie. I don't feel so comfortable when they are around. They aren't mean dogs; but they are just too playful sometimes.

Jimmie and I romp with them often, but they don't know when to quit. Most dogs are that way. When we want to do something else, they want to keep playing, and so to start us off again, they come dashing up and usually take a mouthful of me and put their teeth through and pull and pull and pull. I'm pretty strong and tough, but sometimes they pull part of me away from Jimmie.

This day I'm telling about, we were all itching for fun. Old Bess was impatient. The dogs were barking, making everybody excited. Jimmie in glee, rolled Caesar over in the snow a couple of times. He pushed Grip through the ice on the ditch by the roadside. Grip got dripping wet and came out shivering and shaking.

But dogs make up for such treatment. When Jimmie wasn't looking, Grip came up close and shook water all over Jimmie's legs and I got wet in spots. Then the water froze and the ice clung to me tight.

We were all ready to go. Harry sat on the front, Sam next, and Jimmie and I lay down near the end. This pleased Caesar a lot. He barked and barked and as old Bess dashed off down the road, Caesar ran up close, took a mouthful of me, put his teeth through and pulled his hardest. I held on tight, but Caesar pulled and Jimmie pulled and I pulled. We didn't want to roll off in the snow.

The harder Caesar pulled the tighter



"Soon the warm steam began to rise from me"

Jimmie held on and the strain was all on me. Caesar's sharp teeth cut me and I began to get weak. Suddenly—rip!—and part of me stayed in Caesar's mouth and the rest of me stayed with Jimmie. But we didn't roll off into the snow.

Jimmie felt the draught, and I was sorry, but I can't shut off fresh air where I ain't.

The brisk air, the barking of the dogs and the shouts of the boys made old Bess hysterical. She forgot the road and took for the open country, across the fields we went lickety-split! When we came to the creek, Bess

didn't stop but pranced right on to the ice. Crack! Crack! down she went up to her shoulders and head first in we all went. It wasn't very deep, but it was wet enough, and wowee! how cold! I tried to keep the icy water from going in to Jimmie, but I got so full I couldn't hold any more and some of it ran past me. It made us all shiver. Jimmie shook and his teeth chattered. Harry and Sam stood huddled together dripping and cold.

The plunge cooled off old Bess, too. She stood shaking the water off. As soon as we could get our breath again, and talk about the ducking, as

boys and overalls always like to talk of such unexpected experiences, we all climbed back on the sled, shivering, and Harry drove Bess through the fields to the place where the road crosses the creek. Then back home we went. When Jimmie and I got off at our place, we ran in and stood close up by the kitchen range.

Jimmie's mother came.

"Why, Jimmie, how did that happen?"

Jimmie told her all about it.

"Well, take your overalls off and hang them by the fire to dry, and then go into the bathroom and take your other wet things off. You may as well take a plunge while you are there. There is plenty of hot water. I'll get some dry clothes for you."

I was glad to hang near the fire. Soon the warm steam began to rise from me, taking the water away and leaving me dry and warm.

Then Jimmie's mother took me down. In doing so she found the place where Caesar had let the fresh air come through. So she took me to the hospital, her sewing room, and began to operate on me. First she trimmed off the ragged edges with her sharp scissors. Then she cut a piece off an older brother of mine, who had seen his best days, and grafted it on to me. This operation left scars but they are neat. Overalls are proud of such scars, for they show how brave we are. Then I was put back on my hook in the back hall. Here I rested and waited for Jimmie to come home from school the next day.

Jimmie's mother's a wonder. She understands overalls. She knows how we like to keep clean and dry and warm. She has taught Jimmie that we like to rest, too. So Jimmie never leaves me in a lump on the floor where it is cold and draughty and where people might step on me. He always puts me where I can rest on a hook.

Panchito and Polly

By Olive F. Woolley Burt

Panchito's Life is Saved

There was something about big Jim Happy that made men and animals obey him, and like to obey. He spent a good deal of time with his two pets, Panchito and Polly. He taught them tricks and trained them to obey every command. In their turn, they grew to love him and to have confidence in him.

The big warship took its time, and the trip to an American port was long and slow. So Jim had plenty of time to accomplish wonders with his pets. The other Marines, having less patience and natural love for animals, had less success in their efforts, and it was well known that Jim's pets were the cleverest on board ship.

One sunny afternoon the boys all decided to bring the monkeys up on the deck and let them run around, play with each other, and get some needed exercise. At first, the monkeys ran about the deck and up the shorter ropes. Then they got bolder, and went higher and higher. At last one of the monkeys leaped from a mast, grasped the ladder that goes up the side of the smoke-stack, and started up.

The smoke-stack was hot, and the monkey wanted to get away. Now, when any danger threatens a monkey in the jungle, the monkey climbs a tree to get to safety. The higher he climbs, the safer he is. So this monkey, to escape, climbed higher and higher.

The heat was intense, and scorched his poor little body. He shrieked for help; and other monkeys, hearing him, started up the ladder. They, too, were burned; and they, too knew nothing about coming down. They obeyed their instinct for climbing and went up and up. Among them was Panchito.

The boys on deck called to their pets in vain. The little animals could not stop their mad ascent. Then Jim heard the noise and came to the crowd. He

saw the monkeys; two were hanging over the very top of the smoke-stack, screaming with pain and fright. Panchito was hanging halfway up the ladder.

Jim called Panchito. His long days of training showed now, for out of the medley of voices and the cries of his comrades, Panchito recognized Jim's voice and obeyed his command. Down he came to his master's feet.

Jim handed Panchito to Pete, his pal, and started after the two little fellows at the top. Up, up went Jim, calling assurance to the monkeys. In a moment he had them in his arm, and was carrying them to safety. But they had been badly burned, and the boys knew that they could not recover.

That evening as Jim sat caressing Panchito he said, "I'm mighty glad, Panchito, that you heard me and obeyed me. You see what it meant to you!" And looking up at Pete who was watching them, Jim added, "You see my time hasn't been wasted, after all."

(To be continued)



DRAWING BY R. R. NEILSON
Mountain View,
Alberta, Canada.



Lucille Armstrong, Afton Christensen, Leon Madsen and Lucille Peterson. Group from First Intermediate Class Ephraim, North Ward. Perfect Attendance Record, 1925.



DAVID PARKER

Age 3, of Blenheim, South Carolina. A husky southern lad, who carries the traveling Elders' grips, and says he's going to be an Elder, too.



The Budget Box is written entirely by children under seventeen years of age. To encourage them, the "Juvenile Instructor" offers book prizes for the following:

Best original verses of not to exceed twenty lines.

Best original stories of not to exceed three hundred words.

Best amateur photographs, any size.

Best original drawings, black and white.

Every contribution must bear the name, age and address of the sender, and must be endorsed by teacher, parent or guardian as original.

Verses or stories should be written on one side of the paper only. Drawings must be black and white on plain white paper, and must not be folded.

Address: The Children's Budget Box, "Juvenile Instructor," 47 East South Temple Street, Salt Lake City, Utah.

Experience with a Grizzly

Great Grandfather was a large man, standing six foot, weighing two hundred pounds, and as fearless as he was large. Great Grandmother died in early middle life and Great Grandfather never married again, but lived most of the time in a small cabin near the mountains. He used to go out hunting a great deal and always took his gun and his long butcher knife with him. One night darkness overtook him and he became confused in his directions. It being warm, he lay down to await daylight. He fell asleep but was awakened by the presence of an animal so near him he could feel his breath upon his face as it sniffed around. He moved to arise but the beast fell upon him and they began to wrestle.

Great Grandfather was unable to reach his gun but he remembered his butcher knife which was in his belt, and succeeded after a time to draw it.

He said he was becoming exhausted and knew his aim must be sure if he saved his life, so he felt as best he

could for the vital spot and thrust his knife with all his might and was rewarded by the feel of warm blood running over his hand. The body of the animal grew limp and settled upon him. He drew up both legs and with all the strength he had left, kicked the dying beast off him.

He lay for some time so exhausted from his exertions and loss of blood he could not move. Daylight appeared, he returned home and related his experience; others went and brought the animal and found it to be a huge Grizzly measuring nine feet from tip to tip.

Mabel Hudson,

1112 East Grand Ave.,

Age 10.

Everet, Washington.

The River

Through the forest, rippling, dashing,
Comes the river dancing, splashing,
Along the path it comes to thee,
Passing many a cedar tree.
Over rocks that are quite high,
Making bubbles in the sky,
On it goes toward the sea,
Sailing boats for you and me.

Age 11.

Velma Day,

Fillmore, Utah.



NELLIE

Photo by Morris A. Bodily
Age 11. Bancroft, Idaho.

The Happy Children

School had just let out, and a merry troop of boys ran down the street, passed Mr. Harrison, the blind man. One of the boys said, "Say fellows, let's have some fun with Mr. Harrison; let's pretend we are leading him for a walk and bump him into this tree."

"Oh say," said another, "won't that be fun."

Just as they were starting for the man, Jennie, one of the girls of the Do Good club, came along. She had heard what they boys said and felt sorry that they intended to do such a thing to an old blind man, so she said, "Oh! say, boys, let's do something to help the old man. You know he is very poor."

"A bright idea," said the boys, "let's each donate ten cents and go give it to him."

In fifteen minutes the boys and all the Do Good club were back at the corner, and the boy who had suggested bumping the old man brought twenty-five cents. When the money was all put together they had five dollars. When they gave the money to the

poor old man he said, "Boys and girls, I hope the children will all be kind to you when you are old like me."

That night ten boys and twelve girls were happier than they had ever been before, because they had done some one good, which we should all do.

Age 13. Gwen Zabriskie,
Junction, Utah.

The Meadow Brook

Through the meadow rippling and dancing
Comes the little brook, laughing and splashing
Across the meadow, rippling and tumbling
On through the field, gurgling and dashing.

Under the trees where birds are singing,
Till the sun goes down and night draws near,
And home to their nests the birds are winging,
On you go, singing your song so clear.
Age 11. Hal Johnson,
Provo, Utah.

My Little Sister

I have a little sister, she is very, very sweet,
But she's so awful funny, she gets up in her sleep,
She goes round and round the table,
Sometimes on her knees,
She thinks she's in the garden picking mother's peas.

She reaches in the tool box and gets her papa's wrench
And plays a little tune upon the piano bench.
She is so awful funny I have to laugh and laugh,
Till I think some day I'll surely break myself in half.

Age 11. Roselind Taylor,
Kirtland, New Mexico.



IN COLONIAL DAYS

By Marian Hand

Sandy, Utah

Age 13.

Christmas

Christmas is to children small,
A time of Santa Claus;
A time of toys, and sweets for all,
Of joys with ne'er a pause.

And Christmas is to older ones,
A time of making glad;
And giving gifts to other folks,
And helping out the sad.

At Christmas time the grown-ups
Hear too much boisterous noise:
The laugh and play of little girls,
The racket of small boys.

But to us all this time should be
A time to think of when
A baby small was Jesus born,
In dear old Bethlehem.

We'll have a time for gladness,
A time for joy, and then
We'll not neglect to think of Him
Who died for sins of men.

Age 14. Howard Forsyth,
Magrath, Alberta, Canada.

Christmas

Christmas comes but once a year,
But when it comes it brings good
cheer,
Filling the hearts of girls and boys,
Leaving for them many toys,
Candy, nuts, toys and things,
Oh what goodies old Santa brings.
He comes at night when we're fast
asleep,
Into the parlor he will creep.
He fills the stockings that hang by the
hearth,
He goes all night around in the earth,
Leaving for all good girls and boys,
Candy, nuts and many toys.
Then up the chimney he goes through
the night,
And it is not long till he's out of sight,
Leaving behind him his candy and
corn,
That happy children will find on
Christmas morn.

Age 11.

Oris Powell,
Vernal, Utah.



PHOTO BY VILLA SMITH

Sublett, No. 6 A

Wyoming

Age 13.

Fern's Gift

One day Betty Stone walked down the street very slowly, for she did not feel well. Fern Dayton walked up the street very erect, for she was feeling well. Her step was brisk.

"Hello," called Fern, as the two girls met, "Why do you walk so slow and ungraceful?"

"I am no more ungraceful than you!" snapped Betty.

"Indeed you are. Let me tell you something," said Fern very gently.

"Go ahead!"

I can tell you are ill and I know why."

"Why?"

"Because you do not keep your health rules like Miss March tells you. If you do this you will be well."

"Humph! just as if you know," and Betty walked on.

A few weeks later Fern was practicing her music lesson. A knock came at the door. "Come in," called Fern, very politely.

Betty burst into the room with tears in her eyes. "Oh Fern," she cried, "I went home and began thinking

about what you said and I decided to try it. I did all the health chores night and morning and now I never get sick!"

"I knew you would try," said Fern, very delightedly.

The next day at school Betty told of how Fern taught her a lesson and since then all the pupils do their health chores.

Age 10.

Anna Payne,
Sigurd, Utah.

A Little Letter

To the Children's Budget Box:

I go to school and I am in the third grade. I have one brother and two sisters. We all go to school except our baby sister, who is four years old.

Mrs. Nelson is our teacher. We have fourteen pupils in our school. I like to go to Sunday School and read the stories in the *Juvenile*. We live on the ranch in the summer time, and have lots of fun. But in the winter time we move over for school.

Age 8.

Thelma Porter,
Heber, Arizona.



CLETA ROBERTS, OF SHADRON, NEBRASKA

"Where are you going, my pretty maid?"
"I'm going a milking, sir!" she said.



BY ARNOLD FRIBERG

120 No. 10th Ave.,
Phoenix, Arizona

Age 12.

Ruth's Dream of Fairyland

One day Ruth was sitting in the hammock under the big oak tree, reading a fairy story, and when she got through she said to herself, "Oh, how I wish I could really go to a place that is called fairyland!" No sooner had she said this than she heard a voice say, "Would you like to go and see all the fairies, brownies and elves?"

"Yes, yes, I would like to go well."

"Well, you may go," said the little fairy, and he waved his wand over her. She soon found herself in the funniest little village, that had quaint little houses lined up and down the street. While she was standing there, a little lady came running up to her and said, "Let's go down to the pond for a while." And before she could reply, the little lady was taking her to it, and as she was looking at the gold fish that were swimming in the water, her foot slipped, and down, down, down she went into the water. At first she shut her eyes to keep out the water and when she opened them again she found herself laying on the ground under the hammock.

"Well, well," she said, "that was sure a good dream."

Age 12.

Melba Hansen,
No. 1, R. F. D., Box 138,
Tremonton, Utah.

Thanksgiving Day

The snow is falling faintly,
And the wind is blowing loud,
The turkey in the barnyard,
Is strutting vtry proud.

The turkey's in the oven,
And the fire is burning bright,
The mother's busy baking,
The pumpkin pies so light.

Now all the dinner is ready,
And the turkey's on the shelf,
The pies are on the table,
So come and help yourself.

Age 9.

Lillian Stewart,
Box 411, R. F. D. No. 4,
Uintah, Utah.



BY ARNOLD FRIBERG

120 No. 10th Ave.,
Phoenix, Arizona

Age 12.

Christmas

The earth is white with snow,
And boys and girls are jolly;
We hear the north wind blow,
And see the bright, red holly.

As children pass we hear them say,
"Tis very near the Christmas Day
And Santa Claus will soon be here
To bring for all good luck and cheer.

On Christmas Eve while children sleep
They dream of toys and things to
eat.

So that is why on Christmas Day,
We wish that all are well and gay.

Age 15. Elizabeth Bang,
102 Dorchester Ave.,
Cincinnati, Ohio.

Christmas

We were all happy on Christmas Eve,
All thinking what we would receive.
Our Christmas tree was brilliantly
lighted,

And we were very much delighted
To think that Santa would come to-
night,

When we were in bed and out of sight.

So our mother and father said
That we must hurry off to bed,
Or Santa Claus wouldn't come at all,
Then I wouldn't get that big doll.
I asked Santa Claus to bring it to me
And put right under our Christmas
tree.

So we all got to bed and went to sleep,
And out we got next morning with a
leap.

I went down stairs first of all,
To see if I had got my doll,
And sure enough, under our tree,
There was a big doll, just for me.

Age 11. Elgarda Rae Zobell,
Rigby, Idaho.

September Puzzle

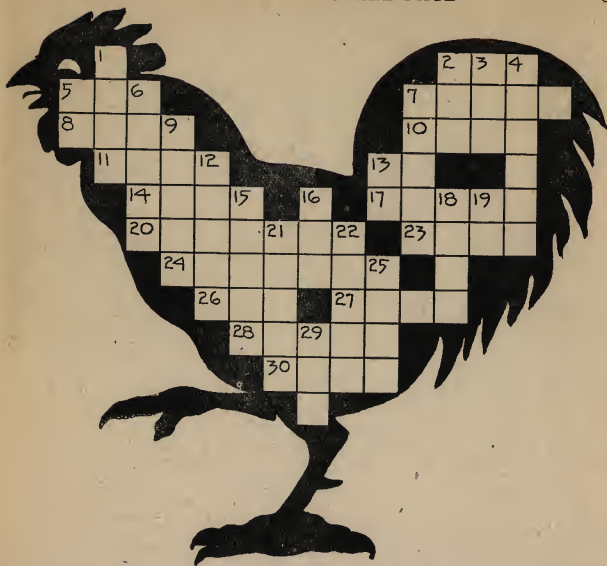
Answers: Horse, Sheep, Wheat, Peach

Best Ten Winners

Valere Anderson, Hyrum, Utah
Marie Baker, 710 E. Saturn Ave., Hunt-
ington, Park, California
Katie M. Campbell, Widtsoe, Utah
Ruth Barney, Idmon, Idaho.
Lenore Beckstead, Sandy, R. D. No. 2,
Box 84
Blanche Harrison, Downey, Idaho
Louise Karren, 526 W. 4th No. S. L. City
June Nielson, Box 133, Richfield, Utah
Merle Wilkinson, Cone Beds, Arizona
Ellen Wanner, McCannon, Idaho

Honorable Mention

Frank Acord, Spring City, Utah
Ina Anderson, Cascade, Montana
Lee Boerens, Ogden, Utah
Lucretia Burgess, Roosevelt, Utah
Thelma Christensen,
Louis Day, American Fork, Utah
Marvin Gealta,
Bertha Clarissa Gibson, Manassa, Colorado
Leatha Hair, Vernal, Utah
Lydia Hall, Middleton, Utah
Lorraine Hasler, Midway, Utah
Lillian Hatch, Salt Lake City, Utah
Lydia T. Marchant, Ioka, Utah
Victor Mayer, Yuba City, California
Ida A. Millett, Salt Lake City, Utah
Sigrid NeVille, Byron, Wyoming
Lois Nickle, Springfield, Mo.
Wilbern Ohran, Burlingame, California
Bertha Rogers, Mt. Emmons, Utah
LaRue Samuelson, Great Valley, Montana
Alvy Shupe, Manassa, Colorado
Dorothy Smith, Lethbridge, Alberta,
Canada
Sidney H. Smith, Raymond, Alberta, Canada
Georgia Snow, St. George, Utah
Clarence Spencer, Morgan, Utah
Freida Stratton, Jerome, Idaho
Jetta Terry, Metropolis, Nevada
Alvera Tuples, Shelley, Idaho
Ethel Wade, Farmington, New Mexico
Kindness Walker, Sandy, Utah
La Dare Ward, Malad, Idaho
Elaine Warnock, Sigurd, Utah
Lucille Waters, Rigby, Idaho
Evelyn Yates, Logan, Utah
Hannah Young, Rock Springs, Wyoming



Rooster Crosswords

Horizontal

2. Liable
5. Found in hens' nests
7. Top of the milk
8. Expensive
10. Unit of measure for writing paper
11. Long thin strip of wood
13. Negative
14. Always
17. Large pitchers
20. Fourth year students at college
23. Used to flavor the egg
24. Beginners
26. Related (abb.)
27. Very large
28. Drive back
30. Venture

Vertical





























1. Grows old
2. Part of the verb "to be"
3. A vegetable
4. Gentlest
5. Man's name
6. High winds
















21. Lubricated
22. Cut off
25. Auction
29. Equal
13. New England (abb.)
15. Large stream
16. Part of a circle
18. A point of the compass
19. Royal Legion (abb.)
7. What the rooster does
9. A black bird
12. High male singing voice





Prizes of books will be given to the first ten of those under seventeen who correctly solve this puzzle, and send us the best original drawing, or photograph, or the best article of not to exceed four hundred words, or poem of not to exceed twenty lines on any subject. Answers must be in by February 1, 1927, and all contributions must be in accordance with the rules provided in "The Children's Budget Box." Address Puzzle Editor, Juvenile Instructor, Room 202, L. D. S. Church Office Building, Salt Lake City, Utah.

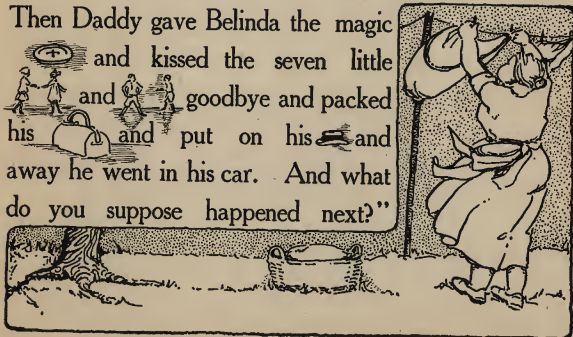
Belinda and the Magic Button



BELINDA was a little  with curly  and bright  who lived in a little  with a little  and a little  and a little garden and a little  and a very large family.  had no mother but she had a father and seven little brothers and sisters, and they all had curly  and bright  and all their names began with B. There were. Billy and Bobby and Betsey and Bennie and Barbara and Blanche and the , and Bridget the cook was out in the kitchen.  boiled the  and baked the  and washed the  and swept the  and fed the  and mended the  and minded the , and Belinda read her  and played with her   and was as merry as a little  could be. Now one day when Bridget was hanging up the  in the garden she cried out, "O-ee! I have a pain in my !" "Have you?" said Belinda. "O-ee! yes!" cried . "And I have a pain in my  and a pain in my side and a pain in my  and I must go away

at once!" "But who will boil the ?" cried Belinda, "and sweep the  and mend the  and mind the ?" "O-ee!" said Bridget, "Don't ask me!" and she packed her  and put on her  and away she went. Then Belinda's father called her. "Belinda dear," he said, "I have to go away on a long journey in a  and a  and a  and when I come back I will bring you something very nice." "But Bridget has packed her  and put on her  and gone away and what shall I do while you are gone?" cried . "You will be a grand good  and do the best you can," said Daddy. "And I will give you a magic  to keep. If you press the  and make a wish, the wish will come true. But you can only do it once, so mind you do not use up your wish too soon."

Then Daddy gave Belinda the magic  and kissed the seven little  and goodby and packed his  and put on his  and away he went in his car. And what do you suppose happened next?"





Concentration

"When is your sister thinking of getting married?"

"Constantly."—London Mail.

Smilin' Through

"Does that smile mean you forgive me?"

"Stay away, niggah, I've just smilin' to rest mah face."

Oh, Cora How Could You!

Dora: "I think Jack is horrid! He sent me 28 roses for my birthday. I'll never speak to him again."

Cora: "You shouldn't be angry with him for that, dear. Perhaps he couldn't afford any more."

Some Honeymoon

"And did you have a honeymoon, Mandy?" asked her mistress of her colored laundress.

"We-e-ell," was the hesitating reply, "Rastus done he'ped me wid de washin's de fust two weeks."

A Sickening Hope

An Irishman, while crossing the ocean, was seasick.

"It's all right, old man," said an acquaintance, "you're not dead yet."

"True," moaned the sufferer, "but it's only the hope of dying keeps me alive."

The Same Right

"But surely," said the haughty dame, "if I pay the fare for my dog he will be treated the same as other passengers and be allowed to occupy a seat?"

"Of course, madam," the guard replied politely, "provided he does not put his feet on it."

Matter of Taste

"What do you think of Scott's Ivanhoe?"

"I like his Emulsion better."

Throwing Advertising in Reverse

"Is she very pretty?"

"Pretty! Say! When she gets on a street car the advertising is a total loss."

The Difference

"Do you know the difference between a hot dog and a live dog?"

"A hot dog wears tights and a live dog pants."

A Fair Bargain

Brown: "What will you give me for my daughter's piano?"

Naybor: "\$500, sawed, split, and delivered."

Manly Defiance

Boss: "Did you collect that bill?"

Jenkins: "No, sir. He kicked me down a flight of stairs."

Boss: "You go back and get that money. I'll show him he can't scare me."

—Allston (Ill.) Recorder.

A Slight Precaution

Son: "Can you sign your name with your eyes shut, daddy?"

Father: "Certainly!"

Son: "Well, shut your eyes and sign my school report."—People's Journal.

An Arrow Catastrophe

Little Joe (from next house) "May I come in the yard and get my arrow?"

Lady: "Yes. Where did it fall?"

Little Joe: "I think it's stuck in your cat!"

For the Children Serve Jell-well Today!

They like it and it's good for them. Give them all they want

JELL-WELL digests easily and quickly—hence aids the digestion of other foods. This—plus a wholesome purity—makes it the ideal dessert for children.

Note the real fruit fragrance when you add hot water.

Clear—sparkling—brilliant with color—tempting to the most wayward appetite.

Taste its delicious flavor and you'll make it a regular dessert.

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PRIMARY DEPARTMENT

Bible and Church History Stories, \$1.35 Postpaid—Prepared by the Primary Committee of the General Board.

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SECOND INTERMEDIATE DEPARTMENT

1st Year. Our Church and People. Price \$1.25
3rd Year. What it Means to be a Mormon. Price \$1.00

THEOLOGICAL DEPARTMENT

Junior. Apostles of Jesus Christ. Price \$1.25
Advanced. New Witness for God. Vol. II. Price \$1.75.

PARENTS DEPARTMENT

Theological Department, Doctrine and Covenants. Price \$1.00
Home Community Class, Citizenship, Bennion. Price \$1.50. Postpaid.

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darling?
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I wanted"

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and Mail
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in the Travel Case

When in the con-
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sturdy locking de-
vice makes it im-
possible for the
iron to move about.
It is locked in as
 snug as a bug in a
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"Just what
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**A
Wonderful
Gift**

Picture above shows how the 3-pound
Little Sunbeam compares in size with
the big 6-pound Sunbeam.

A Petite Boudoir Iron and Traveler's Joy Just Like the \$8.50 Sunbeam and Case Save for Size

This handsome little iron with Rosewood handle and Silver cord is an iron every woman has figuratively prayed for—yet due to its Art-Steel Traveling Container it is twice as handy as she imagined it could be. And whether you use it at home or elsewhere, you'll fairly delight in

the quick, deft way that it irons small pieces—collars, cuffs, dollies, ribbons, and baby clothes. For it's heavy enough to do beautiful work, yet light enough not to be heavy. And its small tapered point noses ever so handily into small corners, gathers and tucks. This petite iron is just what you want for your nicest of nice things—sheer filmy handkerchiefs and precious silk underwear that you do not care to trust to the regular wash.

An iron you can snuggle into a corner of your traveling bag—iron, cord and stand all in a compact Firesafe Container. Thus in your hotel room you can iron your "washbowl" washing, or freshen up frocks that get mussed on the trip. Or you can press a rain-soaked suit if need be, for frequently one away from home has few clothes to spare. Already women have suggested about fifty uses for Little Sunbeam. Read the list below—see why we've spent a king's ransom to produce this busy little worker. It uses 25% less electricity than full-sized irons. So whether you have a large iron or not, you can buy a Little Sunbeam and save money on every light bill.

Little Sunbeam is just like the full-sized Sunbeam at \$8.50; has the famous All-Over Heating Unit that comes to the very edges of the bottom as well as the point, keeping constant heat where the iron strikes the damp cloth first. Hence it doesn't cool off in the midst of your work—you don't have to stop to let it reheat.

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SHAFT COMPANY**
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Road, Chicago

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Chicago, Illinois.

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Container, price \$5. I enclose One
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order) and agree to pay the postman the
balance, \$5 on delivery, or return the
iron, you to refund all money enclosed.

My Name.....
Address.....

**53 Uses
for Little Sunbeam Iron**

- | | |
|---|--|
| <p>I. The Housewife's</p> <ol style="list-style-type: none"> 1. Dollies 2. Fancy Aprons 3. Buffet Sets 4. Dimity Curtains 5. Tea Napkins 6. Table Scarfs 7. Fine Underwear <p>II. The Mother's</p> <ol style="list-style-type: none"> 1. Baby Dresses 2. Bibs 3. Bonnets 4. Jackets 5. Rompers 6. Boy's Ties 7. Girl's Fancy Dresses <p>III. The Traveler's</p> <ol style="list-style-type: none"> 1. Handkerchiefs 2. Lingerie 3. Blouses 4. Boudoir Caps 5. Frocks 6. Gimpes 7. Ties <p>IV. The College Girl's</p> <ol style="list-style-type: none"> 1. Cashion Covers 2. Lingerie 3. Neckwear 4. Blouses 5. Dresses 6. Smocks 7. Hair Bands | <p>V. The Business Girl's</p> <ol style="list-style-type: none"> 1. Blouses 2. Collars & Cuffs 3. Handkerchiefs 4. Ties 5. Jabots 6. Scarfs <p>VI. The Milliner's</p> <ol style="list-style-type: none"> 1. Ribbons 2. Trimmings 3. Linings 4. Hat Materials 5. Blocking <p>VII. The Seamstress'</p> <ol style="list-style-type: none"> 1. Bias Bands 2. Sums 3. Skirting 4. Pleating <p>VIII. The Fancy Worker's</p> <ol style="list-style-type: none"> 1. Transfer Work 2. Smocking 3. Lamp Shades <p>IX. The Nurse's</p> <ol style="list-style-type: none"> 1. Uniforms 2. Aprons 3. Collars & Cuffs 4. Caps <p>X. The Salesman's</p> <ol style="list-style-type: none"> 1. Sample Goods 2. Ties 3. Trousers |
|---|--|

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Packs snugly into a corner
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Art-Steel Travel Case
and Iron Approved by
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Fire Underwriters' Labora-
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Living Planet. All of these
mouse testing organiza-
tions heartily approve Sun-
beam Iron and Art-Steel
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1½ cups Sego Milk.
¾ cup Maple Syrup.
4 egg yolks (or 2 whole eggs).

Beat eggs, add syrup, cook in double
boiler until thick, stir constantly,
strain and cool, place bowl of milk
in bowl of ice and beat until stiff.
Add syrup and egg mixture to milk.
Beat well. Pack do not turn.

SEGO

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